

INCREASING HIGH SCHOOL STUDENT ENGAGEMENT IN CLASSROOM ACTIVITIES
BY IMPLEMENTING REAL-WORLD PROJECTS WITH CHOICE, GOALS PORTFOLIOS,
AND GOALS CONFERENCING

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ABSTRACT

The authors of this action research project report were teacher researchers who found student disengagement during classroom activities to have a negative effect on their classroom environments and on their students' achievement. The purpose of this action research project was to increase student engagement in classroom activities by implementing real-world projects that allowed for student choice, goals portfolios, and one-on-one conferencing with teachers about goals. Twelve basic algebra 1 students in all high school grade levels at Site A and 14 sophomore English students at Site B, for a total of 26 students, participated in the study. The study was conducted from September 17, 2007 through December 21, 2007.

The teacher researchers focused their study on the problem of student disengagement, defined by off-task behaviors, such as talking with other students, blurting out, choosing not to do work, making vocal noises, and tapping pencils, hands, feet, etc. The teacher researchers used a student survey, a faculty questionnaire, and a behavior checklist to document evidence of the problem. Both the student survey ($n=25$, 96%) and the faculty questionnaire revealed that students were more likely to engage in classroom activities that relate to their lives or the real world. Additionally, the student survey showed that students were more likely to engage in class when activities offer them choice ($n=26$, 100%), when they set goals ($n=17$, 65%), and when they have one-on-one conferences with the teacher ($n=15$, 58%). Both the faculty questionnaire and the behavior checklist found some of the most common off-task behaviors to be talking with other students, choosing not to do work, and blurting out in class.

The three interventions the teacher researchers implemented were real-world projects that allowed for student choice, goals portfolios, and one-on-one conferencing with teachers about goals. Each teacher researcher assigned four real-world projects through which students were able to make connections between course content and their lives (Bishop & Pflaum, 2005). The projects offered the students a chance to make choices about what they wanted to learn about and how they wanted to apply newly learned material (Berliner, 2004). The teacher researchers taught their students how to set mastery goals and helped them set new goals every two to three weeks (Ames, 1992b, Mayher & Midgley, 1996, as cited in Wigfield, Eccles, & Rodriguez, 1998). The students kept artifacts as evidence of working toward their goals, and they reflected on these artifacts in goals portfolios (Sunger & Tekkaya, 2006). The teacher researchers met with students individually to provide instructive feedback and to discuss the progress students were making toward meeting their goals (Fulk & Montgomery-Grymes, 1994).

The teacher researchers' were not able to make any significant conclusions based upon their collective pre- and post-documentation data, but their individual weekly observations provided insight into their students' behavior. Students were motivated to work on the real-world projects in class, and their engagement increased during the projects as a result. However, this engagement did not continue with other class activities. The goals portfolio seemed to have a negative impact on student engagement. There was an increase in students' off-task behaviors, such as asking passes to leave class and getting out of their seat, while students worked on their portfolios. The teacher researchers concluded that the ineffectiveness of the goals portfolio intervention was a result of students' lack of organizational skills and motivation to complete the substantial amount of work required to successfully keep a goals portfolio.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The teacher researchers found student disengagement during classroom activities to have a negative effect on their classroom environments and students' achievement. Students chose not to do class work, found ways to get out of doing class work, and exhibited a range of off-task behaviors. The teacher researchers used a student survey, a teacher survey, and a student behavior checklist to gather information about the problem of student engagement.

Immediate Context of the Problem

Sites A and B were located in two very different communities. Due to the lack of commonalities within the communities, sites A and B will be described in two separate sections.

Site A

Site A was a high school located in a western suburb of Chicago, Illinois. Unless otherwise stated, the following information about Site A came from the school's 2005 Illinois School Report Card (Illinois State Board of Education, n.d.a).

Site A had a total enrollment of 1007 students. Males accounted for 49.9% (n=502) of the student population, and females accounted for 50.1% (n=505) of the student population in the high school (Principal, personal communication, December 14, 2006). The district had a total enrollment of 2,790 students. Table 1 shows the racial/ethnic background of the student population by percentage. The majority (75.6%; 73.1%) of the students in both the school and the district, respectively, were Caucasian. Hispanic students made up the second largest percentage (19.8%; 22.8%) of the student population in both the school and the district, respectively.

Table 1

Racial/Ethnic Background of Student Population by Percentage

| | <u>Caucasian</u> | <u>Black/ African American</u> | <u>Hispanic</u> | <u>Native American</u> | <u>Asian/ Pacific Islander</u> | <u>Multi- Racial</u> |
|----------|------------------|--|-----------------|----------------------------|--|--------------------------|
| School | 75.6 | 0.3 | 19.8 | 0.0 | 2.2 | 2.1 |
| District | 73.1 | 0.4 | 22.8 | 2.0 | 0.1 | 1.6 |
| State | 56.7 | 20.3 | 18.3 | 3.7 | 0.2 | 0.7 |

The limited English proficiency rate was 3.3% in the high school, 6.2% in the district, and 6.6% in the state. The low-income rate was 14.0% in the high school, 19.0% in the district, and 40.0% in the state. Table 2 shows the chronic truancy, mobility, and attendance rates by percentage. The school and the district had slightly lower rates than the state in each of the three categories.

Table 2

Chronic Truancy, Mobility, and Attendance by Percentage

| | <u>Chronic Truancy</u> | <u>Mobility</u> | <u>Attendance</u> |
|----------|----------------------------|-----------------|-------------------|
| School | 1.2 | 10.7 | 92.3 |
| District | 0.6 | 14.2 | 93.8 |
| State | 2.2 | 16.1 | 93.9 |

Site A had 60 teachers. Males accounted for 45.0% (n=27) of the teachers, and females accounted for 55.0% (n=33) of the teachers (Principal, personal communication, December 14, 2006). The district had 159 teachers. Females accounted for 76.1% (n=121) of the teachers, and males accounted for 23.9% (n=38) of the teachers. Table 3 shows the racial/ethnic background of the teacher population by percentage. All of the teachers in the school (100.0%) and almost all of the teachers in the district (99.4%) were Caucasian. These numbers were markedly higher than

the percentages of Caucasian students in the school (75.6%) and the district (73.1%). The school data in Table 3 was provided by the principal of Site A (personal communication, December 14, 2006), while the district and state data came from the school's 2005 Illinois School Report Card.

Table 3

Racial/Ethnic Background of Teacher Population by Percentage

| | <u>Caucasian</u> | <u>Black/ African American</u> | <u>Hispanic</u> | <u>Native American</u> | <u>Asian/ Pacific Islander</u> | <u>Multi- Racial</u> |
|----------|------------------|--|-----------------|----------------------------|--|--------------------------|
| School | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| District | 99.4 | 0.0 | 0.6 | 0.0 | 0.0 | 0.0 |
| State | 84.3 | 9.9 | 4.5 | 0.2 | 1.2 | 0.0 |

The average class size was 20.3 in the high school, 20.3 in the district, and 19.7 in the state. Table 4 shows the student-to-staff ratios. Both the school's and the district's teacher-pupil and certified staff-pupil ratios were higher than those of the state. The school data in Table 4 was provided by the principal of Site A (personal communication, December 14, 2006), while the district and state data came from the school's 2005 Illinois School Report Card.

Table 4

Student-to-Staff Ratios

| | <u>Pupil- Teacher</u> | <u>Pupil- Certified Staff</u> | <u>Pupil- Administrator</u> |
|----------|---------------------------|-----------------------------------|---------------------------------|
| School | 20.0 | 18.2 | 201.4 |
| District | 20.0 | 14.5 | 192.4 |
| State | 18.4 | 13.8 | 209.5 |

The average years of teaching experience were 9.0 at Site A (Principal, personal communication, December 14, 2006) and 11.1 in the district. These numbers were lower than the state average of 13.6 years. The percent of teachers with bachelor's degrees was 41.4 at Site A (Principal, personal communication, December 14, 2006) and 42.1 in the district. These percents

were lower than the state's percent of 50.1. The percent of teachers with master's degrees was 56.9 at Site A (Principal, personal communication, December 14, 2006) and 57.9 in the district. These percents were higher than the state's percent of 49.1. The average teacher salary at the high school was \$57,000 (Principal, personal communication, December 14, 2006), which was lower than the district's average of \$61,897, but higher than the state's average of \$55,558.

Site A ran on a block schedule with 90-minute classes. Students had a 30-minute study hall in the middle of the day. During that time, students received help from their teachers and worked on their homework. The mathematics curriculum had three tracks. The advanced track used a reformed curriculum called Contemporary Mathematics in Context. This curriculum consisted of four integrated courses. The regular track used a traditional curriculum consisting of Algebra I, Geometry, Algebra II, and Pre-Calculus courses. The basic track used the same traditional curriculum, but the courses were taught at a more basic level. Advanced Placement Calculus and Statistics courses were offered to all students (Teacher Research, Site A).

The school's overall graduation rate was 92.9%, which was higher than the state's graduation rate of 87.4%. Table 5 shows the high school graduation rates by racial/ethnic background. The school's graduation rates were higher than the state's in every category except for Caucasian students.

Table 5

High School Graduation Rates by Racial/Ethnic Background

| | <u>Caucasian</u> | <u>Black/ African American</u> | <u>Hispanic</u> | <u>Asian/ Pacific Islander</u> | <u>Multi- Racial</u> |
|----------|------------------|--|-----------------|--|--------------------------|
| School | 91.6 | 100.0 | 97.7 | 100.0 | 100.0 |
| District | 91.6 | 100.0 | 97.7 | 100.0 | 100.0 |
| State | 92.2 | 77.7 | 76.0 | 93.4 | 91.7 |

Students at Site A took the Prairie State Achievement Examination. This state-mandated standardized test included an ACT Assessment portion and a Work Keys portion. The percentage of students meeting or exceeding state standards was 42.8, which was markedly lower than the state's percentage of 54.9. Table 6 shows the percentage of all students meeting or exceeding standards in each of the subject areas tested on the Prairie State Achievement Examination. The students at Site A performed worse than the state in each of the individually tested subject areas.

Table 6

Percentage of All Students Meeting or Exceeding Standards

| | <u>Reading</u> | <u>Mathematics</u> | <u>Science</u> |
|--------|----------------|--------------------|----------------|
| School | 51.8 | 37.5 | 39.0 |
| State | 59.5 | 52.8 | 52.5 |

In both the school and the state, females performed better than males in Reading. In the school, 57.5% of the females met or exceeded standards in Reading, compared to just 46.6% of the males. In the state, 63.0% of the females met or exceeded standards in Reading, compared to just 55.9% of the males. Table 7 shows the percentage of Caucasian and Hispanic students meeting or exceeding standards in each of the subject areas tested on the Prairie State Achievement Examination. The percentage of Caucasian students meeting or exceeding standards was lower in the school than in the state in each of the tested subject areas. The percentage of Hispanic students meeting or exceeding standards was higher in the school than in the state in each of the tested subject areas.

Table 7

Percentage of Caucasian and Hispanic Students Meeting or Exceeding Standards

| | <u>Caucasian</u> | | | <u>Hispanic</u> | | |
|--------|------------------|--------------------|----------------|-----------------|--------------------|----------------|
| | <u>Reading</u> | <u>Mathematics</u> | <u>Science</u> | <u>Reading</u> | <u>Mathematics</u> | <u>Science</u> |
| School | 50.3 | 37.5 | 39.5 | 56.8 | 32.4 | 32.4 |
| State | 67.8 | 63.0 | 63.4 | 40.3 | 30.8 | 28.7 |

Site A had one principal and one assistant principal. There were two deans and two counselors. The school had one social worker, one aid for the ELL students, and one aid for a student with special needs. It had one special education coordinator and one technology support person. The school had a total of six secretaries. Two of them worked in the main office, one in the attendance office, one in the counseling office, one in the deans' office, and one in the athletic office. There were two librarians, one book store employee, and one in-school suspension supervisor. There was one nurse that split her time between the middle school and the high school. There were 13 custodians, 9 cafeteria workers, and 18 outside coaches (Teacher Research, Site A).

The high school had two stories. It had a main office, a counselors' office, a deans' office, a nurse's office, a library, an auditorium, a book store, a TV productions studio, an art room, a cafeteria, a faculty lounge, three computer laboratories, three gymnasiums, boys' and girls' locker rooms, a weight room, three student bathrooms, and one faculty bathroom. There was a TV in each classroom. Each teacher was given a laptop to use during the school year. Computers were available for students to use in the library and in the three computer laboratories. Students were also able to check out laptops overnight. Teachers had access to overhead projectors, overhead graphing calculators, and a variety of computer software to aid in instruction (Teacher Research, Site A).

Because the high school ran on a block schedule with 90-minute classes, it was difficult for most students to stay engaged throughout the entire period. During the first block, students were tired and uninterested in learning. By the end of the day, students had difficulty staying focused on learning, and off-task behaviors seemed to increase. Some of the students enrolled in traditional mathematics courses felt that classes were monotonous and meaningless, so they become disengaged. The school's state test scores were lower than the state's scores, so it was clear that students were not learning or not retaining the skills and concepts being taught in class. The fact that the racial/ethnic backgrounds of the teachers did not match those of the students might also have contributed to the problem of student disengagement. According to Johnson, Crosnoe, and Elder (2001), students feel more connected to school when they are taught by teachers who resemble them in race and ethnicity. Though the teacher researcher could not control this issue, something needed to be done to get students more interested and engaged in learning.

Site B

Site B was a high school located in a northern suburb of Chicago, Illinois. Unless otherwise stated, the following information about Site B came from the school's 2005 Illinois School Report Card (Illinois State Board of Education, n.d.b). Site B was one of two high schools in its district and served students from four surrounding suburban communities. The school served a relatively small amount of limited-English proficient and low-income students compared to the state. Limited-English proficient students only comprised 4.3% of the school's student population of 2,173 students compared to 6.6% in the state. Low-income students comprised only 15.0% of the school's student population compared to 40.0% in the state.

Site B boasted its diverse student population, which was supported in the Illinois School

Report Card (2005) and presented in Table 8 below. According to the table, 44.9% of the students who attended Site B were not Caucasian. The predominant ethnic group at Site B was Asian/Pacific Islander. Unfortunately, the numbers did not reflect the myriad of European ethnicities that typically do not appear as options for reporting. The 55.1% Caucasian population was predominantly first or second generation students from outside the United States of America.

Table 8

Student Racial/Ethnic Background by Percentage

| | <u>Total</u> <u>Enrollment</u> | <u>Caucasian</u> | <u>Black/African</u> <u>American</u> | <u>Hispanic</u> | <u>Native</u> <u>American</u> | <u>Asian/Pacific</u> <u>Islander</u> | <u>Multi-</u> <u>Racial</u> |
|----------|-----------------------------------|------------------|---|-----------------|----------------------------------|---|--------------------------------|
| School | 2,173 | 55.1 | 5.1 | 7.9 | 0.1 | 31.8 | 0.0 |
| District | 4,676 | 56.1 | 4.0 | 7.6 | 0.1 | 32.1 | 0.0 |
| State | 2,062,912 | 56.7 | 20.3 | 18.3 | 0.2 | 3.7 | 0.7 |

Generally, the students who attended Site B had good attendance, 93.1%, but there was a higher percentage of mobility. Several students transferred to Site B from the city and surrounding suburbs.

Table 9

Chronic Truancy, Mobility, and Attendance by Percentage

| | <u>Chronic Truancy</u> <u>Rate</u> | <u>Mobility Rate</u> | <u>Attendance Rate</u> |
|----------|---------------------------------------|----------------------|------------------------|
| School | 0.6 | 7.4 | 93.1 |
| District | 0.6 | 5.8 | 93.0 |
| State | 2.2 | 16.1 | 93.9 |

The district's teacher population closely matched the student population in terms of gender. Female teachers comprised 55.9% (n=186) of the district's 332 teachers, and 44.1% (n=146) were male. However, the data suggested a different trend with respect to teacher

ethnicity. According to the teacher information from the Illinois State Report Card (2005), Site B disproportionately employed Caucasian teachers. With only 55.1% of the students identifying themselves as Caucasian, the district almost exclusively employed Caucasian teachers, with 91.9% (n=305) of the 332 teachers being Caucasian.

Table 10

Racial/Ethnic Background of Teacher Population by Percentage

| | <u>Total Number</u> | <u>Caucasian</u> | <u>Black/African American</u> | <u>Hispanic</u> | <u>Native American</u> | <u>Asian/Pacific Islander</u> |
|----------|-------------------------|------------------|-----------------------------------|-----------------|----------------------------|-----------------------------------|
| School | - | - | - | - | - | - |
| District | 332 | 91.9 | 1.2 | 2.8 | 0.0 | 4.0 |
| State | 128,079 | 84.3 | 9.9 | 4.5 | 0.2 | 1.2 |

With a teacher-student ratio of 17.1, class sizes remained small. The ratio of administrators (n=26) to students (n= 4676) was 179.8 to 1. The student-certified staff ratio was 1 adult in the school to serve the student population for every 11.6 students.

Table 11

Student-to-Staff Ratios

| | <u>Student-Teacher</u> | <u>Student-Certified Staff</u> | <u>Student- Administrator</u> |
|----------|------------------------|------------------------------------|-----------------------------------|
| School | - | - | - |
| District | 17.1 | 11.6 | 179.8 |
| State | 18.4 | 13.8 | 209.5 |

The quality education the students received at Site B was evidenced by the teacher qualification information from the Illinois School Report Card (2005). The majority of teachers in Site B's district were highly qualified and 80.1% (n=266) earned at least a master's degree. Additionally, the average years of teaching experience for the district stood at 10.3.

Table 12

Teacher Information

| | <u>Average Teaching Experience (Years)</u> | <u>% of Teachers with Bachelor's Degrees</u> | <u>% of Teachers with Master's & Above</u> | <u>% of Teachers with Emergency or Provisional Credentials</u> | <u>% of Classes Not Taught by Highly Qualified Teachers</u> | <u>Average Teacher Salary (Dollars)</u> |
|----------|--|--|--|--|---|---|
| School | - | - | - | 0.6 | 0.0 | - |
| District | 10.3 | 19.9 | 80.1 | 0.3 | 0.0 | 77,817 |
| State | 13.6 | 50.1 | 49.1 | 1.9 | 1.9 | 55,558 |

The school day at Site B consisted of nine class periods of 42 minutes each. During the day, a typical student schedule had said student in at least seven structured instructional periods with certified teachers. Students attended a homeroom period after third period for 10 minutes of announcements, paperwork distribution, and study time. Several students attended structured study halls known as Academic Achievement Centers, which were funded by Title I grant money and staffed by certified staff who assisted students with their work as well as organization and study skills (English Department Administrative Secretary, personal communication, December 15, 2006). The only free period students had was lunch. It appeared to the researcher that the balance of students' contact time with staff and free time, established a culture focused on academic achievement. As seen in Table 13, this academic focus resulted in high graduation percentages for most racial/ethnic groups.

Table 13

High School Graduation Rate by Racial/Ethnic Background

| | <u>Caucasian</u> | <u>African-American</u> | <u>Hispanic</u> | <u>Asian/Pacific Islander</u> |
|----------|------------------|-------------------------|-----------------|-------------------------------|
| School | 91.7 | 95.8 | 89.6 | 92.3 |
| District | 93.7 | 95.2 | 91.4 | 94.0 |
| State | 92.2 | 77.7 | 76.0 | 93.4 |

The Prairie State Achievement Exam, hereafter known as PSAE, was the state's measure of Site B's educational success. Site B surpassed the state's meeting or exceeding standards figures in all three test areas, namely reading, mathematics, and science. However, with Site B's percentages in the low to mid sixties on all three test areas, there was a definite need for improvement. According to Table 14 below, the figures showed that the science test area was where the school needed the most improvement. The science test was not a content test; rather, it was a test of reading and comprehension using scientific-based non-fiction passages.

Table 14

Prairie State Achievement Examination (PSAE) - Percents Meeting or Exceeding Standards

| | <u>Reading</u> | <u>Mathematics</u> | <u>Science</u> |
|----------|----------------|--------------------|----------------|
| School | 66.0 | 65.8 | 61.1 |
| District | 65.9 | 64.7 | 63.0 |
| State | 59.5 | 52.8 | 52.5 |

Site B was a three-story main building with two additional buildings on the grounds. One building was the athletic field house and the other was the automotive shop. The first floor of the main building included 72 classrooms, 6 physical workout rooms, 2 auditoriums, 2 multipurpose/study hall rooms, the student and teacher cafeterias, the bookstore, the student commons, and several offices and resource centers. The second floor included 60 classrooms, 1 multipurpose/study hall room, and several offices and resource centers. The third floor was

limited to 16 classrooms (Principal, personal communication, December 15, 2006).

Site B's facilities were in extremely good condition. In 2003, the school added an additional wing for classrooms, science laboratories, and computer laboratories. The school contained approximately 15 computer laboratories that served students and were open one half hour before and after school. Three laboratories remained open for students until 7:00 p.m. (Director of Technology, personal communication, December 21, 2006). The students also had access to several common areas during their free periods.

The most pertinent information related to the problem of student motivation to participate in classroom activities and assignments was the disparaging numbers relative to student ethnicity and teacher ethnicity. Students may feel more connected to school when they are taught by teachers who resemble them in race-ethnicity (Johnson et al., 2001). I believe that the issue of teachers' ethnicities employed by the district not matching the student population filtered out into other aspects of the school, especially curriculum. Students struggled to identify with dead white male writers in my English literature classes. The curriculum, created by the teachers in the past, crutched on the classics and shut out the students I was teaching. In a district with such qualified, experienced, and highly paid teachers, one would think the problems students face with making connections with the curriculum would be easily seen. However, I consistently saw students who showed potential begin to disengage in class because they did not see the relevance to their lives. The majority of the students who comprised our population no longer yearned or thirsted for knowledge on face value. Inquisitiveness swiftly eroded into whatever the bare minimum requirements needed to pass were, and sometimes passing was not even valued. Since I could not change the demographics of the teachers of the school district by which I was employed, my goal was to present curriculum relevant to adolescents and diversity. By engaging

students in texts and activities that spoke to their development level and situation, I believed academic performance in the classroom as well as on standardized tests, such as the PSAT, would improve. As Lumsden (1994b) asserts, teacher need to make instruction relevant to students and show them the potential applications of what students learn to the real world in order to increase their motivation to learn. Additionally, I believed that increased engagement in the classroom would lead to increased engagement with the school community as a whole and ultimately result in fewer behavioral concerns.

Local Context of the Problem

Sites A and B were located in two very different communities. Due to the lack of commonalities within the communities, Sites A and B will be described in two separate sections.

Site A

Site A was a high school located in a western suburb of Chicago, Illinois. Each student attending Site A lived in this suburb of 25,405 people. From 1990 to 2000, the town's population increased by 9.5%. From 2000 to 2005, the town's population decreased by 3.6%. The average household size was 2.55. The median household income was \$47,315, and the median family income was \$58,358. The per capita income was \$22,526. Of all individuals, 5.2% were below the poverty level. Of all families, 3.6% were below the poverty level. The median age was 38.6 years. Table 15 shows the age distribution of this community (U.S. Census Bureau, 2000).

Table 15

Age Distribution

| <u>Ages</u> | <u>Number</u> | <u>Percent</u> |
|----------------------|---------------|----------------|
| 19 years and under | 6,181 | 24.3 |
| 20 years to 24 years | 1,477 | 5.8 |
| 25 years to 64 years | 13,528 | 53.3 |
| 65 years and over | 4,219 | 16.6 |

Table 16 shows the diversity of the targeted village. Although the majority of residents (91.5%) were Caucasian, the largest minority (11.0%) were Hispanic, of any race (U.S. Census Bureau, 2000).

Table 16

Racial/Ethnic Background

| <u>Race/Ethnicity</u> | <u>Number</u> | <u>Percent</u> |
|------------------------|---------------|----------------|
| Caucasian | 23,255 | 91.5 |
| Black/African American | 132 | 0.5 |
| Hispanic (of any race) | 2,798 | 11.0 |
| Native American | 45 | 0.2 |
| Asian/Pacific Islander | 537 | 2.1 |
| Multi-Racial | 594 | 2.3 |

Table 17 shows the range of educational attainment of the 17,657 people that were 25 years old or over. Twenty percent did not receive a high school diploma, and just 25.7% earned an associate, bachelor's, graduate, or professional degree (U.S. Census Bureau, 2000).

Table 17

Educational Attainment

| <u>Educational Attainment</u> | <u>Number</u> | <u>Percent</u> |
|---|---------------|----------------|
| Less than 9 th grade | 1,362 | 7.7 |
| 9 th to 12 th grade, no diploma | 2,172 | 12.3 |
| High school graduate | 5,661 | 32.1 |
| Some college, no degree | 3,923 | 22.2 |
| Associate degree | 1,097 | 6.2 |
| Bachelor's degree | 2,312 | 13.1 |
| Graduate or professional degree | 1,130 | 6.4 |

The crime rate in the community was 1.5% (Illinois State Police, 2005a). The unemployment rate was 2.5% (n=514). Table 18 shows the types of occupations held by members of the community (U.S. Census Bureau, 2000). Only 27.2% of the working community had management, professional, and related occupations.

Table 18

Types of Occupations

| <u>Types of Occupations</u> | <u>Number</u> | <u>Percent</u> |
|---|---------------|----------------|
| Management, professional, and related Service | 3,459 | 27.2 |
| Sales and office | 1,645 | 12.9 |
| Farming, fishing, and forestry | 4,239 | 33.3 |
| Construction, extraction, and maintenance | 14 | 0.1 |
| Production, transportation, and material moving | 1,279 | 10.0 |
| | 2,094 | 16.4 |

The town in which Site A was located was incorporated on April 8, 1914. The pride of the new town was its five acre community park, which was dedicated to always be used for recreational purposes. The park was in the center of town. It became known as the circle, as it was surrounded by houses and businesses that were laid out in a spoke-wheel pattern. By 1971, the town's population had grown to over 27,000. The residents began asking for more recreational opportunities for their children, so plans were made to build a civic center in the circle. The civic center opened in 1974, and a larger library was constructed in the circle soon after. In 1996, the town built an aquatic center in the circle and expanded its civic center facilities. A new park was also constructed (Village of Site A, n.d., *History*). At the time this was written, the town had an abundance of recreational opportunities. The Department of Parks and Recreation offered sports, fitness, and arts and crafts programs for children, adults, and senior citizens (Village of Site A, n.d., *Current Activities*). A variety of clubs also provided opportunities to be involved in the community. Some of those clubs include the Kiwanis Club, Senior Citizens Club, Women's Club, Youth Commission, Infant Welfare Society, Veterans of Foreign Wars of the U.S.A., Lions Club, and Northwest Camera Club (Village A Chamber of Commerce & Industry, n.d.).

Local property taxes accounted for 64.1% of the district's revenue. The district included

an early childhood center, two elementary schools, one middle school, and one high school. The only feeder school for the high school was the middle school. The district had a superintendent of schools and an assistant superintendent in charge of curriculum and instruction. The district's mission statement focused on promoting "the highest level of development for every student to be productive and to foster a life-long process of learning by creating a safe, caring and challenging educational environment" (Village A School District, n.d., *Our Mission*, ¶ 1). The high school's mission statement reflected a commitment to meeting the needs and interests of its students and preparing them to be "productive citizens of a diverse, global, and interdependent society." The school was "committed to the flexible teaching and scheduling patterns and resources necessary to stretch each student to the limits of his/her academic and personal potential" (Village A High School, n.d., *Mission Statement*, ¶ 1). The high school had four computer laboratories with a total of 164 computers (Technology Support Person, personal communication, January 30, 2006). Teachers were able to schedule time in the computer laboratories with their classes. Students were also allowed to check out laptops overnight. Each teacher was given a laptop to use during the school year (Teacher Research, Site A).

The most obvious issue relating to the disengagement and lack of motivation exhibited by the students at Site A seemed to be the educational attainment within the community. Of the 25-and-over population, 20% did not graduate from high school, and 52.1% did not go to college (U.S. Census Bureau, 2000). Because the majority of the adults in the community did not go to college, many of the students did not have parents who had the opportunity or aspiration to go to college. In fact, many students showed signs and made statements that they were satisfied with completing only the minimum requirements to graduate from high school. For some students, earning a D- in a class was perfectly acceptable, as long as they did not fail. Parent-teacher

conferences and communications with parents revealed that some parents shared this belief. These attitudes probably contributed to some of the student apathy that the teacher researcher observed. Something had to be done to reach these students and help them to value learning.

Site B

Site B was a high school located in a northern suburb of Chicago, Illinois. Site B was one of two high schools in its district and served students from four surrounding suburban communities. Although students who attended Site B came from four surrounding communities, the teacher researcher based the information for the local context of the problem on one targeted village. The rationale for this decision was two-fold. One, the actual school site was located in the selected village, and most of the students actually lived in the selected village. Two, after a comparison of the population, crime rate, income, and housing value data for the four communities, there was little to no difference found. The targeted area was originally incorporated in 1888, many years after the original inhabitants, the Potawatomi Indians, left. The first settlers to the area were immigrants from Germany and Luxembourg, who wanted a better life for their families. This tradition of immigration continued for nearly the next 150 years. Many of the students who lived in the village came from immigrant families (Village of Site B, n.d.).

The targeted school was located in a village with a population of 63,348. This was an increase of 3,916 people since the U.S. Census reported in 1990. Based on this trend, the U.S. Census Bureau predicted that in 2005 the total population would be 64,678—an increase of 1,330 people within five years. The median age was 41.9 years. Table 19 below highlights the distribution of age for the targeted village's population. The average household size was about 2.68 persons. There were 23,208 households. The median housing value was about \$217,500,

and the average family income was \$68,253. In the targeted village, 4.2% of the families were below the poverty level. (U.S. Census Bureau, 2000).

Table 19

Age Distribution

| <u>Ages</u> | <u>Number</u> | <u>Percent</u> |
|----------------------|---------------|----------------|
| 19 years and under | 15,987 | 25.3 |
| 20 years to 24 years | 3,010 | 4.8 |
| 25 years to 64 years | 31,965 | 50.4 |
| 65 years and over | 12,386 | 19.5 |

Table 20 shows the diversity of the targeted village. Although the majority of residents, 68.9%, were Caucasian, the largest minority, 21.3%, were Asian/Pacific Islander.

Table 20

Racial/Ethnic Background

| <u>Race/Ethnicity</u> | <u>Number</u> | <u>Percent</u> |
|------------------------|---------------|----------------|
| Caucasian | 43,661 | 68.9 |
| Black/African American | 2,854 | 4.5 |
| Hispanic | 3,620 | 5.7 |
| Native American | 109 | 0.2 |
| Asian/Pacific Islander | 13,499 | 21.3 |
| Multi-Racial | 2,047 | 3.2 |

The targeted area was not an industrial area. The majority of the labor force worked in management, professional, sales, office, and other related occupations. The educational attainment of the targeted area's 25 years and over population showed 47.4% earned an associate, bachelor's, graduate, or professional degree. Table 21 below shows the range of educational attainment. There were 31,345 people 16 years and over in the labor force and 1,269 people 16 years and over were unemployed, yielding an unemployment rate of 2.5% (U.S. Census Bureau, 2000). The village's crime rate per 100,000 was 2,867.2, which was a decrease

of 7.6% since 2004. However, crimes such as burglary, aggravated assault/battery, and robbery have increased in the area (Illinois State Police, 2005b).

Table 21

Educational Attainment

| <u>Educational Attainment</u> | <u>Number</u> | <u>Percent</u> |
|---|---------------|----------------|
| Less than 9 th grade | 2,532 | 5.7 |
| 9 th to 12 th grade, no diploma | 3,071 | 6.9 |
| High school graduate | 9,175 | 20.7 |
| Some college, no degree | 8,500 | 19.2 |
| Associate degree | 2,171 | 4.9 |
| Bachelor's degree | 11,048 | 24.9 |
| Graduate or professional degree | 7,803 | 17.6 |

The village offered several recreational opportunities including protecting natural resources and preserving historical sites within its more than 240 acres of parkland. The park district offered programs ranging from fitness classes and canoe trips to dance classes and dog obedience lessons. Additionally, residents were offered “instructional recreational programming for all age groups, including athletic lessons, leagues and informal gyms, as well as art classes, theatre, and private music lessons” (Village B Park District, n.d., *Programs*, ¶ 1).

The targeted village had two public elementary schools, six private elementary schools, one public junior high school, one off-campus learning center, and two public high schools. Site B was one of the public high schools. The targeted school was headed by one principal and two assistant principals, one in charge of pupil services and one in charge of operations. Additionally, the school had 10 departmental directors, who supervised departments at both public high schools, and three deans. All the aforementioned administrators worked for one superintendent and three assistant superintendents, one in charge of curriculum and instruction, one in charge of human resources, and one in charge of special education (Village B Township High Schools,

n.d., *District Administration*).

The targeted school's mission statement referred to a "student-centered learning community that focuses on success, respect, diversity, unity, communication, and life-long learning...students are encouraged to embody community spirit, celebrate differences, and show compassion for their fellow students" (Village B Township High Schools, n.d., *Mission Statement*, ¶ 1-2). The school contained approximately 15 computer laboratories, with approximately 350 computers, that served students and were open one half hour before and after school. Three laboratories remained open for students until 7:00 p.m. (Director of Technology, personal communication, December 21, 2006).

Reflection

The most relevant information from the local context of the problem was the average family income and the median housing value in conjunction with the educational attainment of the village's 25 years and over population. In the targeted village, the predominant professions were white collar, office/management careers, which led to a high average family income. Knowing that at least a high school education was necessary for these career paths, one would think that education was highly valued in the targeted village. Akin to this idea, 87.3% of the village's 25 years and over population had earned at least a high school diploma. However, this focus and value on education did not always translate into motivation and engagement in the classroom.

The ethnic differentiation of the village's population was one reason the engagement and motivation of the students in the classroom was disrupted. Although the numbers according to the U.S. Census Bureau (2000) stated that the majority of the village's residents were Caucasian, 68.9%, this reporting provided a false impression for me. I knew that many of the students in my

classroom were first or second generation Americans from European nations that were not differentiated in the reporting. Therefore, in the targeted school, the Caucasian population was heavily comprised of European immigrants (Counselor, personal communication, December 15, 2006). It has been my experience that many of these families do not place a high value on education. Predominantly, these students were encouraged to complete high school by remaining free from trouble and achieving the minimum requirements to earn a high school diploma. In turn, many of these students performed at a minimum level, and often became disengaged with the learning process. Subsequently, I had to implement interventions to engage these and other reluctant students as well as their parents/guardians into the learning process.

National Context of the Problem

The teacher researchers found that the problem of student disengagement in classroom activities was a predominant topic in the literature review. Specifically, the research stated that when teachers fail to give students choice, they cause a reduction in students' motivation to engage in classroom activities (Lumsden, 1999; Yair, 2000). Additionally, people only put forth effort to participate in activities in which they see the relevance of it to the real-world or their lives; therefore, teachers must implement activities that allow students to see this connection (Feather, 1982, as cited in Brophy, 1987; Fordham & Ogbu, 1986, as cited in Johnson et al., 2001; Lumsden, 1995). Classrooms focused on performance goals, which equates learning with the end result, namely test scores, diminished students' engagement. Students with performance goals rather than mastery goals (i.e., learning for learning's sake and focusing on effort rather than performance) may be less engaged in learning (Gonzalez-DeHass, Willems, & Holbein, 2005; Middleton & Spanias, 1999).

CHAPTER 2

PROBLEM DOCUMENTATION

Evidence of the Problem

The purpose of this action research project was to increase student engagement in classroom activities by implementing real-world projects that allow for student choice, goals portfolios, and one-on-one conferencing with teachers about goals. Twelve students in all high school grade levels at Site A and 14 sophomore students at Site B, for a total of 26 students, participated by responding to a student survey about classroom engagement. The teacher researchers directly participated in data collection by completing one behavior checklist per week for two weeks. Together, the teacher researchers completed four checklists. Additionally, 18 faculty members at Site A and 53 faculty members at Site B, for a total of 71 faculty members, responded to a faculty questionnaire about students' behaviors in the classroom and their effect on classroom instruction. The teacher researchers collected data based on the aforementioned tools from September 17, 2007 through September 28, 2007.

Student Survey

The purpose of the student survey was to gather information about the problem of student engagement and how students feel about their engagement in classroom activities. On September 10, 2007, the teacher researchers distributed and collected the student surveys in class to ensure a 100 percent return rate. To ensure the confidentiality of the research participants, the teacher researchers distributed the surveys to all of the students in their classes. They kept only the 26 surveys of the research participants and discarded the others. The survey contained five statements focused on students' thoughts relative to engagement in class. The students used a Likert Scale to respond to each statement by marking strongly disagree, disagree, agree, or

strongly agree, based on their feelings at the time of the survey. A copy of this survey can be found in Appendix A.

The figure below represents the responses to the five statements included in the student survey. The teacher researchers collapsed the students' responses for strongly agree and agree to agree, and for strongly disagree and disagree to disagree. The statements were as follows: *I am more likely to engage in classroom activities that I believe relate to my life or the real world; I am more likely to engage in classroom activities that offer me choices or options; I am more likely to engage in classroom activities when I set goals for myself; I am more likely to engage in classroom activities when I am asked to collect artifacts and reflect on them for a portfolio; I am more likely to engage in future classroom activities when I am able to conference one-on-one with the teacher.*

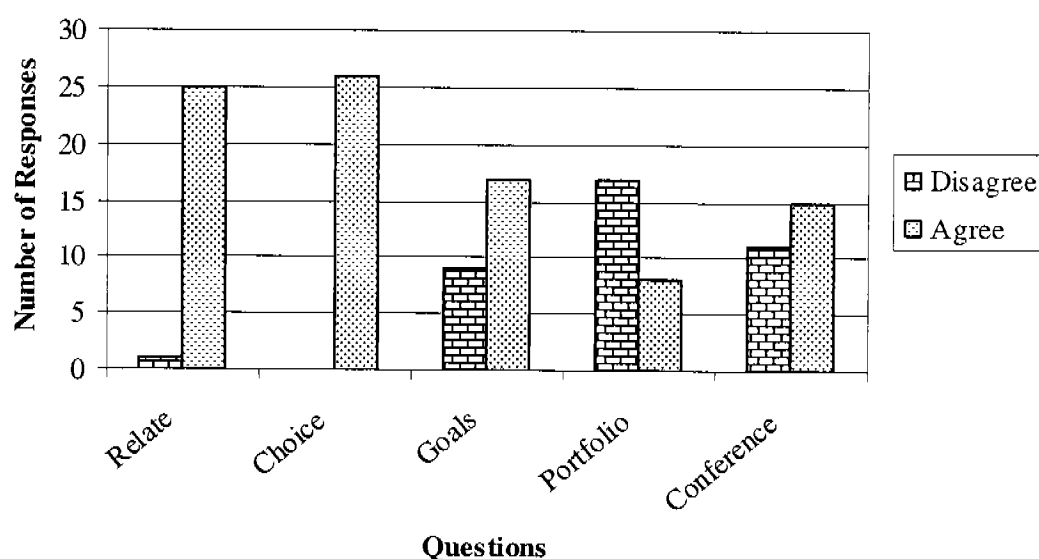


Figure 1: Student Survey (n=129)

Based on Figure 1 above, the students from Site A and Site B are more likely to engage in classroom activities when they believe the activities relate to their lives or the real world (n=25, 96%) and when the activities offer them choice (n=26, 100%). The majority of the

students also agreed that setting goals (n=17, 65%) and having one-on-one conferences with the teacher (n=15, 58%) would cause them to be more engaged in classroom activities. Only 32% (n=8) of the students felt that collecting artifacts and reflecting on them in a portfolio would help them to be more engaged in class.

Student Behavior Checklist

The purpose of the student behavior checklist was to gather information about the nature and extent of the problem of student disengagement in the teacher researchers' own classrooms. The teacher researchers used the student behavior checklist for two weeks, from September 17 to September 28, 2007. Each teacher researcher completed one checklist per week (n=4). Teacher researcher A used the checklist during an 85-minute basic algebra 1 class for all five days during the first week and for four of the days during the second week, for a total of nine days. Teacher researcher B used the checklist during a 42-minute sophomore English class for four of the five days each week, for a total of eight days. The teacher researchers kept their student behavior checklists with them during classroom activities, putting tally marks next to the behaviors as they occurred and adding new behaviors to the checklist when necessary. The students were not aware that the teacher researchers were completing the checklists during class. The checklists contained no identifying information about the students, making them completely confidential. A copy of the student behavior checklist can be found in Appendix B.

Table 22 below represents the weekly totals for each of the behaviors on the student behavior checklist. The teacher researchers looked for 13 behaviors and added six more to their list as they noticed them occurring in their classrooms. The original 13 behaviors were as follows: *talking with other students; refusing to participate; choosing not to do work; coming to class unprepared; asking for pass to leave class; playing games on or using electronic devices;*

getting out of seat; doing work for other classes; engaging in personal interests; blurting out; throwing things; writing or passing notes; asking unrelated questions. The six additional behaviors were as follows: *putting head down or sleeping; laughing; tapping pencil, hands, feet, etc.; making vocal noises; drawing or writing on each other; hitting or touching each other.*

Table 22

Student Behavior Checklist

| <u>Behavior</u> | <u>Week 1</u> | <u>Week 2</u> | <u>Total</u> |
|---|---------------|---------------|--------------|
| 1. Talking with other students | 80 | 72 | 152 |
| 2. Refusing to participate | 1 | 9 | 10 |
| 3. Choosing not to do work | 23 | 20 | 43 |
| 4. Coming to class unprepared | 4 | 7 | 11 |
| 5. Asking for pass to leave class | 5 | 5 | 10 |
| 6. Playing games on or using electronic devices | 3 | 1 | 4 |
| 7. Getting out of seat | 7 | 1 | 8 |
| 8. Doing work for other classes | 3 | 4 | 7 |
| 9. Engaging in personal interests | 5 | 14 | 19 |
| 10. Blurting out | 32 | 12 | 44 |
| 11. Throwing things | 2 | 4 | 6 |
| 12. Writing or passing notes | 1 | 0 | 1 |
| 13. Asking unrelated questions | 8 | 2 | 10 |
| 14. Putting head down or sleeping | 3 | 11 | 14 |
| 15. Laughing | 11 | 4 | 15 |
| 16. Tapping pencil, hands, feet, etc. | 9 | 11 | 20 |
| 17. Making vocal noises | 23 | 15 | 38 |
| 18. Drawing or writing on each other | 2 | 0 | 2 |
| 19. Hitting or touching each other | 3 | 0 | 3 |
| Total | 225 | 192 | 417 |

The teacher researchers found that each week in which they completed the behavior checklist the five most prevalent behaviors were different. Additionally, when the checklists for each week were combined, the five most prevalent behaviors changed again. Figure 2 below shows that the five most observed behaviors during the first week were as follows: talking with other students (n=80, 36%), blurting out (n=32, 14%), choosing not to do work (n=23, 10%), making vocal noises (n=23, 10%), and laughing (n=11, 5%). These five were 75% (n=169) of the

total number of observed behaviors during week one.

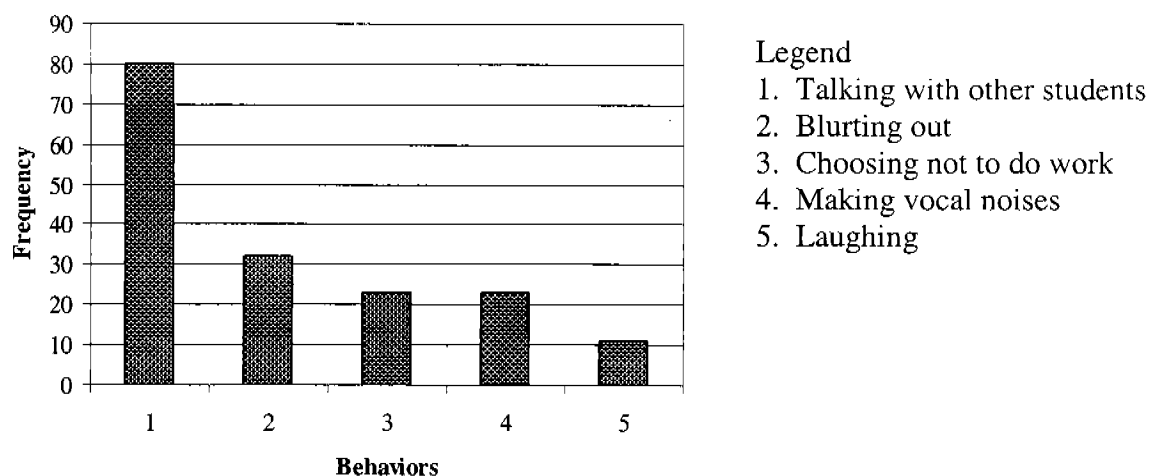


Figure 2: *Five Most Observed Behaviors from Student Behavior Checklist for Week 1 (n=169)*

Figure 3 below shows that the five most observed behaviors during the second week were as follows: talking with other students (n=72, 38%), choosing not to do work (n=20, 10%), making vocal noises (n=15, 8%), engaging in personal interests (n=14, 7%), and blurting out (n=12, 6%). These five made up 69% (n=133) of the total observed behaviors during week two.

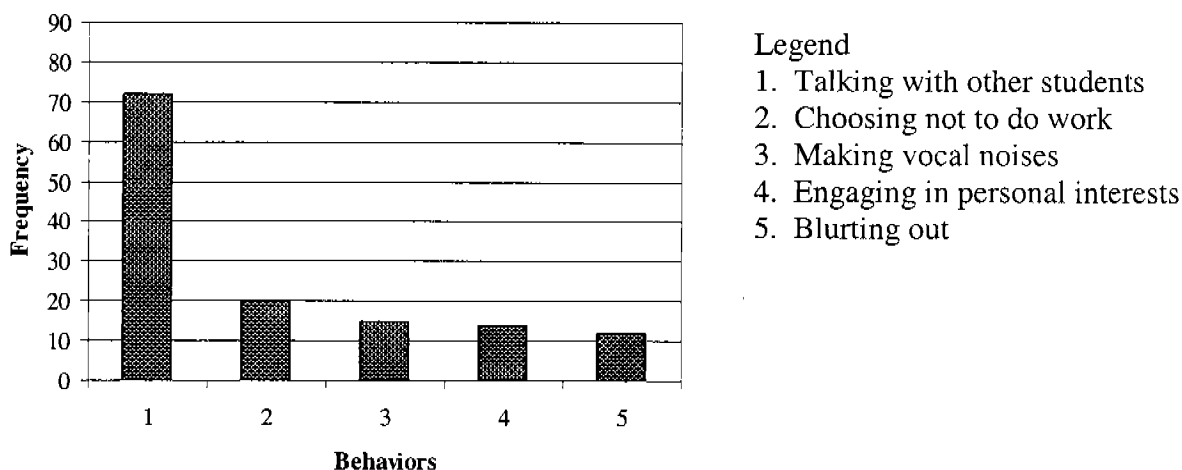


Figure 3: *Five Most Observed Behaviors from Student Behavior Checklist for Week 2 (n=133)*

Figure 4 below shows that the five most observed behaviors when the checklists from the

first and second weeks were combined were as follows: talking with other students (n=152, 36%), blurting out (n=44, 11%), choosing not to do work (n=43, 10%), making vocal noises (n=38, 9%), and tapping pencil, hands, feet, etc. (n=20, 5%). These five accounted for 71% (n=297) of the total observed behaviors during week one and two combined.

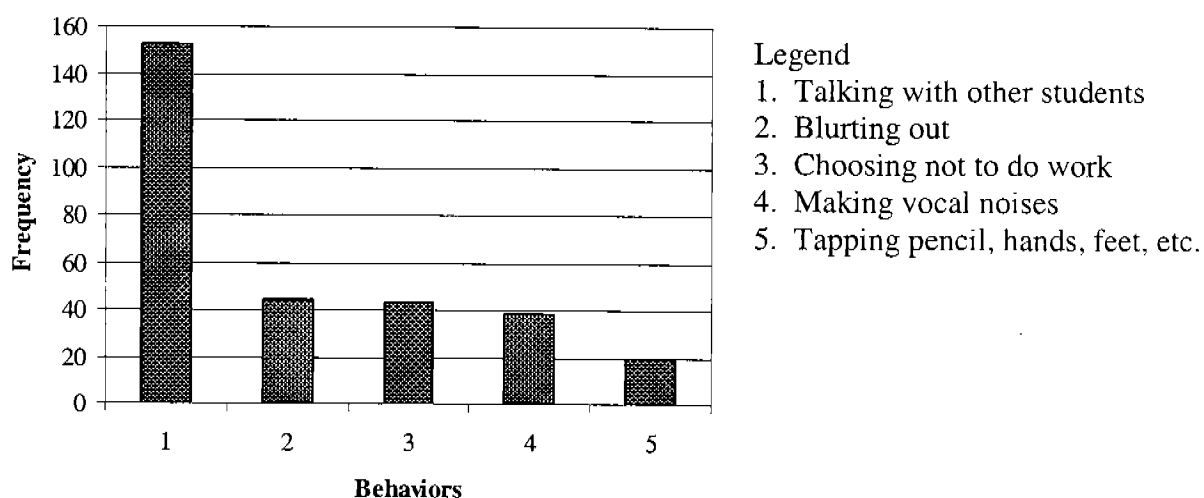


Figure 4: *Five Most Observed Behaviors from Student Behavior Checklist for Weeks 1 and 2 Combined (n=297)*

Faculty Questionnaire

The purpose of this faculty questionnaire was to gather information about the problem of student engagement in additional classrooms and to identify ways in which our colleagues address problems with student engagement in classroom activities. On September 17, 2007, the teacher researchers distributed the faculty questionnaires (n=244) to faculty members at Site A and Site B via their main office mailboxes. Faculty members were asked to return completed questionnaires to the teacher researchers' mailboxes by September 28, 2007. Seventy-one faculty members returned completed surveys, which resulted in a return rate of 29%. A copy of the faculty questionnaire can be found in Appendix C.

The first question of the faculty questionnaire asked faculty members to identify the five most frequently observed students behaviors related to engagement in classroom activities. Please see Table 23 and Figure 5 below for details. Additionally, the questionnaire posed three open-ended questions. The questions were as follows: *Explain how or if student disengagement, related to classroom activities, is a problem in your classroom; Did any strategies that you implemented last academic year have an observable effect on student engagement? If so, explain each of those strategies and the degree to which each strategy increased student engagement; Please feel free to add any additional comments related to student engagement in classroom activities.* Table 23 below shows the results of the first question of the faculty questionnaire and is provided as a reference to all the behaviors observed by the respondents. The total number of observed behaviors was 345. See Figure 5 below for the five most frequently observed behaviors identified in the faculty questionnaire.

Table 23

Most Frequently Observed Behaviors Identified in Question 1 of Faculty Questionnaire (n=345)

| <u>Behavior</u> | <u>Frequency</u> |
|--|------------------|
| Talking with other students | 58 |
| Refusing to participate | 24 |
| Choosing not to do work | 50 |
| Coming to class unprepared | 54 |
| Asking for pass to leave class | 30 |
| Playing games on or using electronic devices | 18 |
| Getting out of seat without permission | 5 |
| Doing work for other classes | 25 |
| Engaging in personal interests | 17 |
| Blurting out | 35 |
| Throwing things | 2 |
| Writing or passing notes | 1 |
| Asking unrelated questions | 20 |
| Other: Not listening to instruction | 1 |
| Other: Sleeping in class | 4 |
| Other: Putting on make-up | 1 |
| Total | 345 |

Figure 5 below shows the five most frequently observed behaviors identified in the faculty questionnaire. The most observed behavior, with 58 (82%) of the faculty members from Site A and Site B identifying it, was talking with other students. The second most observed behavior, with 54 (76%) of the faculty members identifying it, was coming to class unprepared. The third most observed behavior, with 50 (70%) of the faculty members identifying it, was choosing not to do work. The fourth most observed behavior, with 35 (49%) of the faculty members identifying it, was blurting out. The fifth most observed behavior, with 30 (42%) of the faculty members identifying it, was asking for pass to leave class.

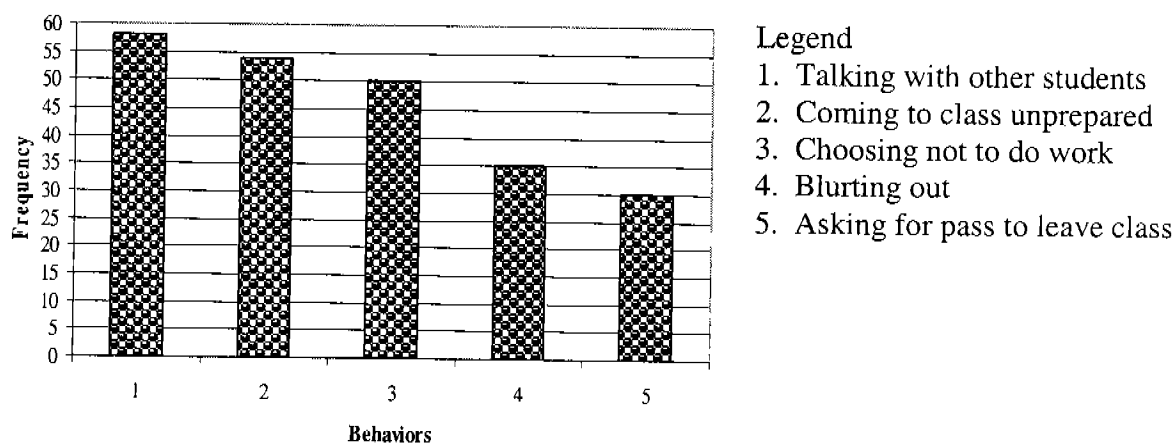


Figure 5: *Five Most Frequently Observed Student Behaviors from Faculty Questionnaire*
(n=227)

The remainder of the faculty questionnaire posed open-ended questions. When the teacher researchers analyzed the responses for question two, 65 (91%) of the 71 total respondents provided a response to this question. The following themes emerged: the effect of student disengagement on other students and the negative effect of student disengagement on learning. In terms of the effect on other students in the class, one teacher commented, “[the] class is out of focus—other students get distracted.” Another respondent stated, “Others see them not working and it can be contagious. If not working sometimes they want to talk to others.” Similarly, another faculty member bemoaned, “When one student is disengaged—(and engaged in behaviors other than the class activity, it distracts other students in class...” Further supporting the effect of student disengagement on other students, one teacher responded, “Their behavior can sometimes influence others not to work.” In terms of the negative effect on learning, one teacher stated, “It [student disengagement] leads to many failures and students lack of learning content.” Another respondent remarked, “It [student disengagement] is a problem because they are not paying attention and test scores drop.”

When the teacher researchers analyzed the responses for question three (n=58, 82%), the following themes emerged: active learning strategies and student roles during work, student seating and teacher proximity, and lesson relevancy and/or connection to the real world. In terms of using active learning strategies and student roles during work, one teacher responded, "I tried to hold each kid accountable within the group, so it would avoid one or two people doing the entire thing." Another faculty member reiterated this sentiment: "I've really tried to emphasize structured discussion, perhaps with roles for different groups of students." Relative to the theme of student seating and teacher proximity, one teacher believed "being more visible to students and moving around" was an effective strategy to keep students engaged. Similarly, another respondent found that "standing by students, moving around the room, and tapping on desks caused the students to know that I was paying attention to them." Regarding lesson relevancy and/or connection to the real world, one teacher engaged his/her students by "using a daily CNN Podcast to spark student involvement and discussion." Another teacher stated, "They [students] seemed more interested in the work when it centered around them, as in their identities, opinions, and ideas."

Question four on the faculty questionnaire provided respondents an opportunity to make any general comments relative to student engagement in classroom activities. Consequently, 18 (25%) faculty members availed themselves of this option. When the teacher researchers analyzed the responses, only one theme emerged: respect. One teacher remarked, "Students work harder for you if they like and/or respect you." Another teacher found that "treating students with a mutual level of respect still works best" to engage students in classroom activities. Additionally, one teacher identified that caring for students conveyed respect and "drew students into class by letting them know I care and that I want them to pass; sometimes you are the only one in their

life that cares.” Another teacher reflected on his/her teaching and identified that he/she is “gradually moving toward more choices in how knowledge is displayed—even in choice of homework assignments.”

Summary

Based on the problem evidence tools, the teacher researchers found that three of the student behaviors they observed in their classrooms were also prevalent in their colleagues’ classrooms. The most prevalent observed behavior from the student behavior checklist, as shown in Figure 4, was talking with other students (n=152, 36%); which coincided with the most prevalent behavior identified through the faculty questionnaire (n=58, 82%), as shown in Figure 5. Similarly, choosing not to do work appeared as the third most prevalent behavior in both the student behavior checklist (n=43, 10%) and the faculty questionnaire (n=50, 70%). Additionally, students blurting out during classroom activities was one of the five most prevalent behaviors identified by both the student behavior checklist (n=44, 11%) and the faculty questionnaire (n=35, 49%).

After analyzing the open-ended responses from the faculty questionnaire as well as the responses to the student survey, the teacher researchers found that lesson relevancy and/or relation to the real world was common in both. The respondents to the faculty questionnaire identified creating relevant and/or real world lessons as a successful strategy to motivate students to engage in classroom activities. Similarly, as shown in Figure 1, 25 (96%) of the students in the teacher researchers’ classes agreed they are more likely to engage in classroom activities that relate to their lives or the real world.

Reflection

As teachers we realized that the more we incorporate relevant/real-world lessons and real

world materials in our classrooms, the more engaged our students will be. Also, the data suggested to us that we were justified in thinking that disengagement leads to inappropriate student behavior. The fact that several behaviors we observed in our classrooms were also identified by our colleagues via the faculty questionnaire affirmed the sentiment that we were not alone with regards to student disengagement.

The data collected from the student survey, shown in Figure 1, revealed that our students are thirsty for relevant/real-world activities. We thought our students would engage more in classroom activities that match their yearning for relevancy. Additionally, students desire choice relative to the assignment they are asked to complete. For our students, the fact that only one faculty member identified student choice as an effective strategy to motivate them to engage in classroom activities highlights the dichotomy between what our students desire and what their teachers believe they want.

In terms of our action research project, we found that one real-world project motivates students to engage during that particular activity, but fails to sustain that engagement. A more effective approach could be incorporating relevant/real-world lessons on a regular basis—perhaps daily. Another realization we had, based on the student survey responses shown in Figure 1, was that setting goals would motivate many of them to engage in classroom activities ($n=17$, 65%), but that keeping a portfolio would not ($n=8$, 32%). Consequently, we were eager to learn the effect of goals portfolios on student engagement in our classrooms.

Probable Causes

Student disengagement in classroom activities is a common problem facing teachers today (Linnenbrink & Pintrich, 2003; Mitsoni, 2006; Williams & Ivey, 2001). This disengagement tends to increase as students progress through school (Hill et al., 1993, as cited in

Sullivan, Tobias, & McDonough, 2006; Lumsden, 1994b). Disengaged students are more likely to be truant, disruptive, alienated, and isolated (Australian Curriculum Studies Association, 1996, as cited in Sullivan et al., 2006). Reeve, Jang, Carrell, Jeon, and Barch (2004) state that disengaged students are “apathetic, distracted, half-hearted, helpless, and burned out” (p. 148). Even when students appear to be paying attention, they may not be interested or involved at all (Bishop & Pflaum, 2005; Nardi & Steward, 2003; Williams & Ivey, 2001). They are often passive, relying on teachers to lecture and tell them what to write down (Bishop & Pflaum, 2005). In fact, teachers often reward students for sitting quietly during lessons, which leads to a greater amount of passivity, alienation, and boredom (Farrel, et al., 1998, Larson & Richards, 1991, as cited in Yair, 2000).

Student disengagement can take on many forms. Some students do just enough to scrape by in class (Williams & Ivey, 2001). For example, some students read over a topic without thinking more deeply about it or determining what they were supposed to learn from the reading (Sunger & Tekkaya, 2006). Ames (1990) describes the difference between teachers’ and students’ values, stating that even though teachers may value hard work and effort, some older students want to succeed by putting forth the least amount of effort possible. These students may not ever ask for help (Dillon, 1988, as cited in Stipek et al., 1998; Garber, 2002). Instead, they may continue using incorrect strategies or even give up (Boekaerts, 2002; Dillon, 1988, as cited in Stipek et al., 1998).

While some students do the minimum amount of work needed to get by, others avoid doing work completely (Nicholls, Cheung, Lauer, & Patashnick, 1989, as cited in Wigfield, Eccles, & Rodriguez, 1998). Even when students have the ability to succeed, they sometimes choose not to do work or participate in class; they choose to fail (Garber, 2002). Other students

avoid doing certain tasks because they find the task difficult and do not want to risk failing or looking stupid in front of anyone (Covington & Beemy, 1976, as cited in Middleton & Spanias, 1999; Glasser, 1971, Holt, 1964, Krogness, 1995, Nicholls, 1989, Ponticell, 2001, Raffini, 1986, Williams, 1987, as cited in Garber, 2002; Sunger & Tekkaya, 2006). Rather than feel even less able, weaker students may procrastinate or not try at all (Ames & Ames, 1984, as cited in Ames, 1990). According to Ames (1990), students who feel they will fail at a task will put forth little or no effort rather than risk trying and potentially failing. Thus, any failure can be attributed to a lack of effort rather than a lack of ability.

Students' past experiences with successes and failures can greatly impact their motivation to engage in classroom activities. When students are used to failing, it is difficult for them to remain motivated, and they are more likely to give up (Ames, 1990, as cited in Lumsden, 1994b; Winstead, 2004). They begin to doubt their abilities and, as a result, become less engaged in class (Williams & Ivey, 2001). When students put forth a lot of effort on a task but still fail, they see this as a problem within themselves, and their sense of self-worth is threatened (Ames, 1992, Covington, 1992, Nicholls, 1989, as cited in McInerney, Roche, McInerney, & Marsh, 1997). Many students do not put forth effort in school in order to avoid this potential threat (Raffini, 1993, as cited in Lumsden, 1995). They create self-fulfilling prophecies of failure and learned helplessness, which makes it particularly difficult for teachers to motivate them (Boekaerts, 2002; Brophy, 1998, Pajares, 2003, as cited in Margolis & McCabe, 2006; Dweck, 1986, as cited in Middleton & Spanias, 1999; Linnenbrink & Pintrich, 2003; Margolis & McCabe, 2006).

Students with low self-efficacy do not expect to succeed on new tasks, so they are less likely to put forth any effort (Bandura, 1997, Eccles, Wigfield, & Schiefele, 1998, Pintrich & Schunk, 1996, Wigfield et al., 1998, as cited in Baker & Wigfield, 1999; Bandura, 1982, Schunk,

1984, 1989, as cited in Fulk & Montgomery-Grymes, 1994; Feather, 1982, as cited in Brophy, 1987; Weiner, 1992, as cited in Paris, Yambor, & Packard, 1998). Some may give up as a result of their hopeless attitude (Linnenbrink & Pintrich, 2003; Stiggins & Chappuis, 2005). Others feel continuous anxiety and doubt their abilities (Boekaerts, 2002). Some students may even disrupt class to avoid trying challenging tasks (Margolis & McCabe, 2006). As students get older, their belief in their ability and competence become more related to their performances (Ames, 1990; Nicholls, 1997a, Wigfield et al., 1997, as cited in Wigfield et al., 1998). By the time students reach high school, their concept of self-worth while learning is less than when they were in elementary and middle school (Yair, 2000). According to Stiggins and Chappuis (2005), many students decide that they cannot succeed and that achieving is not something worth their time and effort.

Some students decide early on that they are just not good at certain subjects; they were just born that way (Nardi & Steward, 2003). Students who believe that their intelligence is unchangeable and determined at birth have low expectations for themselves and exhibit little motivation to learn (Dweck, 2000, as cited in Sullivan et al., 2006; Fulk & Montgomery-Grymes, 1994; Weiner, 1979, as cited in Hufton, Elliott, & Illushin, 2002). They believe that possessing natural ability is the only way to succeed and that effort will not result in a significant change in their learning (Bell, 1995, Lewis, 1989, as cited in Palardy, 1997; Kloosterman & Gorman, 1990, as cited in Middleton & Spanias, 1999). When students believe in ability over effort, they become less motivated to engage in tasks that they find challenging (Hufton et al., 2002). These attitudes persist as a result of educational environments that place value on ability over effort (Covington, 1984, as cited in Middleton & Spanias, 1999; Renolds & Farrell, 1996, Stevenson & Stigler, 1992, as cited in Hufton et al., 2002).

The types of goals students have for themselves, performance or learning, can also influence their engagement in classroom activities. Performance goals deemphasize effort and learning and, instead, place value on ability and performance (Hidi & Harackiewicz, 2000; Lumsden, 1999). Students with performance goals view learning as a means to an end—whether it be recognition, outperforming other students, or appearing smart (Ames, 1992, as cited in Turner & Patrick, 2004). As a result, they may be less engaged in their learning (Pintrich, 2000, as cited in Gregoire, Ashton, & Algina, 2001). They may also avoid challenges, have less intrinsic motivation, and see mistakes as representing failure (Gonzalez-DeHass et al., 2005).

When students consider whether or not to participate in an activity, intrinsic and extrinsic motivations play a crucial role (Baker & Wigfield, 1999). When students are intrinsically motivated, they want to experience learning because it is enjoyable, teaches them something of value, and allows them to feel a sense of accomplishment (Lepper, 1988, as cited in Lumsden, 1999). Unfortunately, some students lack this intrinsic motivation and do not value the importance of learning (Boekaerts, 2002; Nardi & Steward, 2003; Sunger & Tekkaya, 2006; Williams & Ivey, 2001). Trying to motivate these students through extrinsic rewards, however, can diminish their appreciation for the value of learning and the material being taught (Brophy, 1987). In fact, too many external rewards can actually decrease students' interest in a task (Lepper & Greene, 1978, Marshall, 1969, as cited in Marshall, 1987). Some students are no longer motivated by external rewards, such as teacher reinforcements and praise (Alexander, 2000, as cited in Hufton, Elliott, & Illushin, 2003; Ames, 1990; Brophy, 1981, as cited in Marshall, 1987; Stiggins & Chappuis, 2005).

Motivating students is a demanding task that challenges most teachers (Ames, 1990; Bishop & Pflaum, 2005; Linnenbrink & Pintrich, 2003; Margolis & McCabe, 2006; Mitsoni,

2006; Rader, 2005; Williams & Ivey, 2001; Winstead, 2004). As students progress in school, their motivation often declines (Eccles, Wigfield, Harold, & Blumenfeld, 1993, Gambrell, Codling, & Palmer, 1996, Gambrell, Palmer, Codling, & Mazzoni, 1996, McKenna, Ellsworth, & Kear, 1995, as cited in Dolezal, Welsh, Pressley, & Vincent, 2003). Students become less interested in school, specifically with regard to subject areas like mathematics, art, and science (Eccles & Wigfield, 1992, Eccles, Wigfield, & Schiefele, 1998, Epstein & McPartland, 1976, Haladyna & Thomas, 1979, Hoffman & Haussler, 1998, as cited in Hidi & Harackiewicz, 2000). Though they usually begin their school careers with creativity, confidence, curiosity, and excitement, students eventually lose these attributes and no longer want to learn (Carpenter, Corbitt, Kepner, Lindquist, & Reys, 1981, Dossey, Mullis, Lindquist, & Chambers, 1988, as cited in Middleton & Spanias, 1999; Lumsden, 1994a). Many students lack goals, dreams, and hopes (Rader, 2005). They may have a lot of potential, but they choose not to try or persevere (Sullivan et al., 2006). They are not motivated to direct themselves in class, even when they possess self-regulatory skills (Oginsky, 2003; Sunger & Tekkaya, 2006).

Students have a wide range of reasons for being unmotivated and disengaged in school. Many are uninterested in and bored with course content (Clark, 1998, Linton & Pollack, 1978, as cited in Garber, 2002; Farrell et al., 1988, as cited in Yair, 2000; Linnenbrink & Pintrich, 2003; Nardi & Steward, 2003; Pierce, 1994, as cited in Pierce, 2005; Stone, 2004, as cited in Mitsoni, 2006). Students get bored with time-consuming and tedious tasks, so they often miss out on the larger concepts and goals of the lesson (Ruthven & Hennessy, 2002). Teachers struggle with trying to cater to the personal interests of all students in the classroom, especially since not all interests are adaptable to classroom learning (Heyman & Dweck, 1992, Nisan, 1992, as cited in Hidi & Harackiewicz, 2000).

When children's needs are not met, they become disaffected, finding no value in school (Connell, Spencer, & Aber, 1994, Skinner & Belmont, 1993, as cited in Wigfield et al., 1998; Raffini, 1993, as cited in Lumsden, 1994a). Some students feel that certain content areas do not allow them to be creative or to express themselves (Williams & Ivey, 2001). When tasks are devoid of freedom, choice, or responsibility, they cause a reduction in students' motivation (Lumsden, 1999; Yair, 2000). Students have individual needs when it comes to the challenge and pace of learning (Palardy, 1997). If tasks are too simple, students become bored and unmotivated; if tasks are too difficult, students become frustrated and unmotivated (Brophy, 1987; Dolezal et al., 2003; Pintrich & Schunk, 2002, as cited in Margolis & McCabe, 2006; Yair, 2000). According to Bishop and Pflaum (2005), struggling students get discouraged when teachers move too quickly through material. When teachers slow down lessons to accommodate struggling students, stronger students get bored.

Students also need to feel that they are learning material that is relevant to their lives or beneficial to them in some way (Bandura, 1997, Eccles, Wigfield, & Schiefele, 1998, Pintrich & Schunk, 1996, Wigfield, Eccles, & Rodriguez, 1998, as cited in Baker & Wigfield, 1999). They will not invest in an activity if it means nothing to them (Lumsden, 1995; Maehr, 1984, as cited in Lumsden, 1999). Some students do not believe course material is useful to them (Sunger & Tekkaya, 2006). They become disengaged because they do not see the connection between course content and the real world (Cutler & Monroe, 1999; Klein & Freitag, 1991; Nardi & Steward, 2003; Page, 1991, as cited in Yair, 2000; Sull, 2006; Tsaktsira & Tiverios, 2002, as cited in Mitsoni, 2006; Williams, 1987, as cited in Garber, 2002; Yair, 2000). For example, they become less engaged in school when they see limited career opportunities in the future, based on their education (Fordham & Ogbu, 1986, as cited in Johnson et al., 2001). Some students even

grow to resent school for its lack of relevance to their lives (Pierce, 2005).

Teachers have a major impact on whether or not students are engaged in class (Webb & Palincsar, 1996, as cited in Wigfield et al., 1998). If they create a classroom environment that is chaotic or unsupportive, students will not be motivated to learn (Brophy, 1987). If students feel that certain classroom procedures are demeaning or unjust, they may not participate (Dolezal et al., 2003; Erickson & Schultz, 1992, as cited in Garber, 2002). Some teachers focus their classrooms on competition and academic ability rather than cooperation and improvement, which causes students to exhibit failure-avoiding behaviors like disengagement from classroom activities (Lumsden, 1995, 1999).

When teachers exhibit a negative attitude or disinterest toward their content area, students' motivation suffers (Fulk & Montgomery-Grymes, 1994). When teachers are overly controlling, they negatively affect students' intrinsic motivation and engagement (Connell & Wellborn, 1991, Deci & Ryan, 1985, Ryan & Stiller, 1991, as cited in Wigfield et al., 1998). Teachers fail to allow students to enjoy learning when they stress achievement and correct answers rather than learning and understanding (Ames, 1990, as cited in Lumsden, 1995; Dolezal et al., 2003; Turner & Patrick, 2004). When teachers publicize students' successes and failures or frequently use sarcasm, threats, and punishments, they lower student engagement (Dolezal et al., 2003; Turner & Patrick, 2004). Teachers undermine students' motivation when they do not encourage creative thinking or problem solving, accept only one correct answer or interpretation, do not provide constructive feedback, or do not allow students time to think about or self-correct wrong answers (Dolezal et al., 2003). When teachers have low expectations, students will adjust their level of effort and performance to meet the lower expectations (Lumsden, 1996). Sometimes teachers' practices, such as accepting incomplete work, can perpetuate student

disengagement (Marshall, 1987). Problems also arise when teachers do not assess what they taught (Elton, 1996).

Teachers are not the only people who influence students' motivation and engagement in class. Parents and peers also play a critical role (Ryan, 2000, as cited in Hufton et al., 2003; Webb & Palincsar, 1996, as cited in Wigfield et al., 1998). When parents are not involved with their children's schooling, these students are more likely to be disengaged and have problems in school (Rumberger et al., 1990, as cited in Gonzalez-DeHass et al., 2005). Peer influence also tends to be negative (Elliott et al., 1999, 2000, 2001a, as cited in Garber, 2002). Social pressures from peers often overshadow students' concerns with academics (Lumsden, 1995; Pierce, 2005). Students do not try for social reasons like wanting to be popular or not wanting to be teased or bullied (Sullivan et al., 2006). Peers in the classroom set the norms, and those who go against the majority are considered nerds and treated poorly (Hufton et al., 2002). Hickey (2003) even goes as far as to say that if the students in the classroom as a whole do not value educational activities and learning, it will be nearly impossible for an individual to participate in those practices.

External factors that influence students' motivation and engagement in class are not limited to people. Sometimes traditional educational practices can have a negative impact. Teacher-centered or direct approaches to learning stifle students' opportunities for self-expression, which reduces their independence and intrinsic motivation to learn (Oldfather, 1995, as cited in Sanacore, 1997; Sanacore, 1997; Sunger & Tekkaya, 2006). When students are passively engaged in class by simply memorizing facts, completing worksheets, and taking paper and pencil tests, they cannot fully understand what they are learning or apply their knowledge in their own lives (Eylon & Linn, 1988, as cited in Paris et al., 1998). With technology influencing students' attention, worksheets and notes no longer pique students' interest (Lumsden, 1996).

They are not motivated to write things down on paper anymore (Ruthven & Hennessy, 2002). Traditional educational goals are focused on students knowing specific content and performing well on standardized tests, rather than reflecting on, participating in, evaluating, and taking control of their own learning (Wolfe, 1996). This makes students passive toward their learning (Rader, 2005). Traditional assessments do not necessarily motivate students to learn (Knight, 1992). In fact, Ames (1990) explains that some attempts to increase achievement scores may even work negatively in terms of motivation by diminishing students' interest in learning.

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

The problem of sustained student motivation in classroom activities prompted the teacher researchers to review the literature to find the areas in which positive change could positively affect student motivation to engage in classroom activities. The literature suggested the following areas be of concern to classroom teachers who wanted to increase student motivation to engage in classroom activities: student needs, opportunities to be actively involved in class, cooperative learning, classroom environment, teacher-student relationships, student responsibility, varied instruction, school environment, and parental involvement. Each of the aforementioned areas of focus contains specific lessons for the classroom teacher and will be discussed separately below.

Student Needs

With respect to students' needs, classroom teachers must consider choice and autonomy, real-life connections and relevance, appropriate challenge and allowing for success, instructive feedback, and individualized pace. Students want to express their independence and allowing them to do so with respect to instruction will increase their motivation to engage in classroom activities (Bogner et al., 2002, as cited in Dolezal et al., 2003; Connell & Welborn, 1991, as cited in Wigfield et al., 1998; Deci & Ryan, 1985, Harton, 1981, Ryan, Connell, & Deci, 1985, as cited in Hidi & Harackiewicz, 2000; Reeve et al., 2004). In addition to motivating student engagement, providing students with opportunities for autonomy makes them feel in control of their learning, which prompts them to work harder to fulfill goals (Csikszentmihalyi, 1990, as cited in Yair, 2000; Deci, 1975, Deci & Ryan, 1987, Deci, Sheinman, Schwartz, & Ryan, 1981,

as cited in Stipek et al., 1998). Along with autonomy, students' desire educational settings in which teachers value their opinions. One way in which teachers can show that they do value students' opinions is by allowing them to choose instructional activities (Berliner, 2004; Blumenfeld et al., 1991, as cited in Paris et al., 1998; Lumsden, 1995, 1999; Perry, 2002, as cited in Sunger & Tekkaya, 2006; Turner, 1995, 1997, as cited in Wigfield et al., 1998; Yair, 2000). The positive effect of increasing student motivation to engage in classroom activities by providing student choice with respect to instructional activities is contingent upon teachers providing opportunities for students to make significant choices about activities. Meaningful or significant choices include assignment choice aligned with student learning goals (Bishop & Pflaum, 2005; Fulk & Montgomery-Grymes, 1994; Pintrich & Schunk, 2002, as cited in Margolis & McCabe, 2006; Raffini, 1993, as cited in Lumsden, 1995). Additionally, teachers should allow students to identify what they want to learn based on their interests in order to guide their choice in assignments and instruction; such opportunities access the natural curiosity and inner motives of students (Bishop & Pflaum, 2005; Csikszentimihalyi, Rathunda, & Whale, 1993, as cited in Sanacore, 1997; Lumsden, 1994a, 1999; Maslow, 1954, as cited in Palardy, 1997; Reeve et al., 2004).

Another student need deals with the real-life application and relevancy of the material. Students are motivated by assignments and lessons that relate to their lives. Teachers do well to find and highlight as many real-life applications of the material they teach. (Berliner, 2004; Bishop & Pflaum, 2005; Boekaerts, 2002; Lepper, 1988, as cited in Lumsden, 1994b; Sull, 2006; Yair, 2000). Along with teacher-found examples of real-life applications, have students create examples of how course material might be used in real-life situations (Sull, 2006), such practice encourages higher-order thinking. Students are motivated to learn when they see a relevance to

their own lives as well as real-life situations. Real-life does not always register with students; it may be too abstract for them. Therefore, make connections to relevant facets of students' lives. Inform students of the lesson's purpose and relevance to their lives (Ball, 1993, Fennema et al., 1993, Lampert, 1991, as cited in Stipek et al., 1998; Fulk-Montgomery-Grymes, 1994; Garber, 2002; Jackson & Davis, 2000, as cited in Bishop & Pflaum, 2005; Margolis & McCabe, 2006; Nardi & Steward, 2003; Palardy, 1997; Pierce, 2005). When students see relevancy to their lives in assignments and instruction, they learn to value the work. Consequently, students will pursue tasks in which they value (Cutler & Monroe, 1999; Paris et al., 1998). Another way in which teachers can promote the relevance of their content, thereby increasing motivation to engage in classroom activities, is to find connections across disciplines (Bogner et al., 2002, as cited in Dolezal et al., 2003; Lumsden, 1996).

One reason why students fail to engage in classroom activities stems from the sheer repetition and monotony of many classroom assignments, which begins to make completing such work too easy. Therefore, teachers must create assignments that satiate their students yearning for challenging activities (Ball, 1993, Fennema et. al., 1993, Lampert, 1991, as cited in Stipek et al., 1998; Fulk & Montgomery-Grymes, 1994; Nardi & Steward, 2003; Sull, 2006; Wlodkowski & Jaynes, 1990, as cited in Lumsden, 1999). When creating assignments that challenge students, teachers can increase motivation to engage in classroom activities by ensuring that challenges are appropriate based on students' individual skills and abilities, not based on competition with other students in the class (Csikzentmihalyi, 1975, as cited in Paris et al., 1998; Deci & Ryan, 1985, as cited in Oginsky, 2003; Lumsden, 1996; Post, 1990, Tomlinson, 1992, as cited in Palardy, 1997; Rader, 2005; Winstead, 2004). Similarly, students need to feel that they can succeed on tasks and assignments into which they put their effort. When students experience academic success, they

are motivated in the future to put forth effort with respect to academic pursuits. Therefore, teachers must create assignments that allow students to experience successes in order to increase student motivation in the classroom (Baker & Wigfield, 1999; Boekaerts, 2002; Brophy, 1987; Hufton et al., 2003; Margolis & McCabe, 2006; Middleton & Spanias, 1999; Palardy, 1997; Stiggins & Chappuis, 2005).

Another need students have is receiving instructive feedback, which guides them toward success in the future. Just as success breeds success as the aforementioned research shows, feedback based on the objectives, not competition with other students, that instructs students how to work in the future toward achieving success motivates them to put forth effort in school (Brophy, 1987; Fulk & Montgomery-Grymes, 1994; Lepper & Malone, 1987, as cited in Fulk & Montgomery-Grymes, 1994; Linnenbrink & Pintrich, 2003; Lumsden, 1999; Margolis & McCabe, 2006; Oginsky, 2003; Pintrich & Schunk, 1996, Schunk, 1989, 1991, as cited in Linnenbrink & Pintrich, 2003).

The pace of the classroom instruction greatly affects students' motivation to learn. Students need the pace of the classroom instruction to match their abilities and skills. Such differentiation allows students to complete their work on a flexible schedule (Ames, 1992a, 1992b, as cited in Wigfield et al., 1998; Bruning, Schraw, & Ronning, 1999, as cited in Winstead, 2004; Fulk & Montgomery-Grymes, 1994; Jackson & Davis, 2000, as cited in Bishop & Pflaum, 2005; Nardi & Steward, 2003).

Active Involvement in Class

The teacher researchers found that the research suggests that teachers provide opportunities for students to be active learners in the class. When opportunities to be active are present, students actively engage in classroom activities (Berliner, 2004; Jackson & Davis, 2000,

as cited in Bishop & Pflaum, 2005; Keller, 1987a, as cited in Klein & Freitag, 1991; Lumsden, 1999). One way in which teachers can promote active learning in their classrooms is by implementing fun activities and games. Fun activities and games excite students and make learning enjoyable (Brophy, 1987; Csikszentmihalyi, 1990, as cited in Yair, 2000; DeVries & Edwards, 1973, Sleet, 1985, Straus, 1986, as cited in Klein & Freitag, 1991; Garber, 2002; Klein & Freitag, 1991; Marshall, 1987; Nardi & Steward, 2003).

Another way students can actively participate in class is by expressing their creativity. This could include incorporating media, art, music, debates, and writing to encourage creativity. Afford students opportunities to express themselves creatively rather than quelling such expressions (Berliner, 2004; Blumenfeld et al., 1991, as cited in Paris et al., 1998; Bogner et al., 2002, as cited in Dolezal et al., 2003; Nardi & Steward, 2003).

Teachers concerned with the problem of student motivation to engage in classroom activities must remove themselves from the role of omniscient teacher who espouses the content to blank slates. Instead of this traditional educational approach, teachers must encourage active learning by fostering an environment in which students' opinions can be expressed. Allow students to share their thoughts and opinions (Berliner, 2004; Deci, 1995, Deci et al., 1991, Deci, Eghrari, Patrick, & Leone, 1994, Reeve, 1996, 1998, Reeve, Deci, & Ryan, 2004, Ryan & La Guardia, 1999, as cited in Reeve et al., 2004; Lumsden, 1996; Williams & Ivey, 2001).

The use of computers and emerging technology increases students' motivation to learn by replacing more mundane paper and pencil activities that often make students reticent. Incorporating computers and technology into lessons fosters creativity and analysis, which inclines more students to engage in the activities (Bishop & Pflaum, 2005; Doerr & Zangor, 2000, Myhre, 1998, Niederhauser & Stoddart, 2001, as cited in Ruthven & Hennessy, 2002;

Ruthven & Hennessy, 2002).

Cooperative Learning

The teacher researchers found that one of the factors that influences students' motivation to engage in classroom activities is peer influence. Teachers should accept the fact that students are influenced by their peers and work toward making that influence positive (Pierce, 2005). Since the research posits that peers influence each other, classroom teachers should structure their classrooms by promoting cooperative learning. Opportunities to learn from peers enhances students' motivation to learn (Alexander, 2000, Elliott et al., 1999, 2001, as cited in Hufton et al., 2002; Bishop & Pflaum, 2005; Blumenfeld et al., 1991, as cited in Paris et al., 1998; Connell & Welbron, 1991, Sharan & Shaulov, 1990, Slavin, 1990, Stevens & Slavin, 1995, as cited in Wigfield et al., 1998; Garber, 2002; Keys & Fernandes, 1993, as cited in Nardi & Steward, 2003; Lumsden, 1995, 1999; Margolis & McCabe, 2006; Mitsoni, 2006; Perry et. al., 2002 as cited in Sunger & Tekkaya, 2006; Pierce, 2005; Sanacore, 1997; Turner & Patrick, 2004; Winstead, 2004). The motivation resulting from cooperative learning hinges on the structure of cooperative learning assignments. Classroom teachers must allow students to work cooperatively by giving them individual roles and goals, as well as holding individual students accountable for their work and contribution to the group product; show students that individual effort results in group success (Bogner et al., 2002, as cited in Dolezal et al., 2003; Slavin, 1983, as cited in Brophy, 1987; Slavin, 1984, as cited in Middleton & Spanias, 1999).

Classroom Environment

The setup of the classroom environment affects students' motivation to learn. Teachers must be cognizant of the power the environment possesses to motivate students and encourage them to engage in classroom activities (Berliner, 2004; Bishop & Pflaum, 2005; Bogner et al.,

2002, as cited in Dolezal et al., 2003; Fulk & Montgomery-Grymes, 1994; Turner & Patrick, 2004). When establishing the classroom environment, teachers must strive to create classrooms in which students feel supported, valued, and respected (Brophy, 1987; Hufton, et al., 2003; Lumsden, 1994a, 1994b, 1999; Okolo et al., 1992, as cited in Fulk-Montgomery-Grymes, 1994). Additionally, teachers should inundate their students with items that initiate investigation, discovery, and questioning in the classroom environment; such practice stimulates interest in learning and encourages engagement (Hidi & Harackiewicz, 2000; Lumsden, 1995).

Another way in which the research posits that teachers can positively influence their students' motivation to learn is by establishing a classroom environment in which teachers value effort versus the end product of student work (Tomlinson, 1992, as cited in Palardy, 1997; Turner & Patrick, 2004). By focusing on the effort and improvement of students rather than their performance on an assignment, teachers create a mastery goal structure that teaches students the value of their effort and that they can improve (Ames, 1984, 1992b, Maehar & Midgley, 1996, as cited in Wigfield et al., 1998; Boekarts, 2002; Brophy, 1987; Dolezal et al., 2003; Hidi & Harackiewicz, 2000; Hufton et al., 2002; Newman, 1990, as cited in Stipek et al., 1998; Turner & Patrick, 2004).

Another aspect of the classroom that influences students' motivation to learn is the way in which teachers promote students' self-efficacy. Teachers must promote a positive self-efficacy in their students by making them believe they can succeed. When students feel that their teachers believe they can succeed, they tend to believe it themselves and, consequently, put forth the necessary effort (Ames, 1990; Baker & Wigfield, 1999; Bandura, 1992, as cited in Fulk & Montgomery-Grymes, 1994; Hickey, 2003; Johnson et al., 2001; Pressley et al., 2003, as cited in Margolis & McCabe, 2006; Wigfield et al., 1998).

As teachers establish classrooms, they must model the value they place on intrinsic motivation and encourage their students to set mastery or intrinsic goals for themselves (Ames, 1992, as cited in Lumsden, 1999; Deci, 1995, Deci et al., 1991, Deci, Eghari, Patrick, & Leone, 1994, Reeve, 1996, 1998, Reeve, Deci, & Ryan, 2004, Ryan & La Guardia, 1999, as cited in Reeve et al., 2004; Dweck, 1986, Dweck & Leggett, 1988, as cited in Gonzalez-DeHass et al., 2005; Hidi & Harackiewicz, 2000; Marshall, 1987; Pintrich, 2000, as cited in Gregoire et al., 2001).

Finally, classroom teachers can immensely influence student motivation by their own attitude toward learning and the subject matter. Modeling interest in learning, enthusiastically introducing lessons, and showing one's own curiosity for learning sparks students' motivation (Brigham, Scruggs, & Mastropieri, 1992, as cited in Fulk & Montgomery-Grymes, 1994; Brophy, 1987, 1992, as cited in Palardy, 1997; Fulk & Montgomery-Grymes, 1994; Johnson & Farkas, 1997, as cited in Lumsden, 1999; Lumsden, 1996; Sull, 2006; Turner & Patrick, 2004).

Teacher-Student Relationships

Students fail to sustain their motivation to engage in classroom activities when they do not clearly understand their teachers' expectations or they perceive mixed messages about the expectations. When teachers expect students to learn, students often reciprocate that sentiment and perform better (Dolezal et al., 2003; Fulk & Montgomery-Grymes, 1994; Stipek, 1988, as cited in Lumsden, 1994b, 1996). When communicating goals and expectations to their students, teachers should base these on individual strengths and areas of growth (Dolezal et al., 2003; Palardy, 1997).

Since expectations and goals are best set when considering the individual students in a class, teachers must show their students that they value the interactions they experience with

their students and that they want to learn more about their students and use this knowledge to help students learn and be motivated to engage in classroom activities (Bogner et al., 2002, as cited in Dolezal et al., 2003; Brophy, 1987, as cited in Lumsden, 1994b; Epstein, 1988, as cited in Ames, 1990; Garber, 2002; Goodenow, 1993, as cited in Wigfield et al., 1998; Hufton et al., 2003; Johnson & Farkas, 1997, as cited in Lumsden, 1999; McInerney et al., 1997; Palardy, 1997; Pierce, 2005; Quilter & Harper, 1988, as cited in Middleton & Spanias, 1999; Sanacore, 1997; Stipek et al., 1998).

Another feature of teacher-student relationships deals with the degree to which teachers prepare their students to learn. In order to enhance engagement, teachers must help students work through their problems, teaching them the necessary skills to learn, challenge students to think about how they approach problems, and provide study and organization strategies (Bell, 1995, as cited in Palardy, 1997; Brophy, 1987; Elton, 1996; Kissam, 2004, as cited in Margolis & McCabe, 2006; Lumsden, 1995; Sullivan et al., 2006).

Student Responsibility

In the learning process, students must learn to take control of and be responsible for their learning. Teachers should provide situations for students to be responsible for their learning, such as talking to them about their learning and allowing them to make choices, to increase engagement (Garber, 2002; Marshall, 1987; Mitsoni, 2006; Rader, 2005; Stiggins & Chappuis, 2005; Turner & Patrick, 2004; Wigfield et al., 1998). The research supports problem-based learning and teaching self-regulatory skills as means by which teachers can promote students' responsibility for their own learning. Such practice makes students actively participate and piques their interest in learning activities (Achilles & Hoover, 1996, Gordon, Rogers, Comfort, Gavula, & McGee, 2001, Karabult, 2002, Krynock & Robb, 1996, McBroom & McBroom,

2001, Paris & Paris, 2001, Perry, Vandekamp, Mercer, & Nordby, 2002, Sage, 1996, Savoie & Hughes, 1994, Schunk & Zimmerman, 1997, West, 1992, Zimmerman, 2002, as cited in Sunger & Tekkaya, 2006; Berliner, 2004; Dweck, 2000, as cited in Sullivan et al., 2006).

When teachers promote student responsibility for learning, they should allow students to create their own learning goals. Students who set their own goals, monitor their progress toward achieving set goals, and are assessed on those goals exhibit increased intrinsic motivation to learn and engage in classroom activities (Brophy, 1987; Elton, 1996; Frymier, 1986, as cited in Palardy, 1997; Fulk & Montgomery-Grymes, 1994; Malone & Lepper, 1987, as cited in Fulk & Montgomery-Grymes, 1994; Oginsky, 2003; Rader, 2005; Sunger & Tekkaya, 2006; Winstead, 2004).

The active learning opportunity inherent in goal setting is students' monitoring and reflection on their learning as well as including students in the evaluation process (Boekarts, 2002; Fulk & Montgomery-Grymes, 1994; Perry et al., 2002, as cited in Sunger & Tekkaya, 2006; Stiggins & Chappuis, 2005). The research suggests that portfolios are an effective means with which students can monitor and reflect on their learning. Consequently, students who use portfolios think about and understand how they think and learn; they become more metacognitive (Cutler & Monroe, 1999; Knight, 1992; Yair, 2000).

Project Objective and Processing Statements

As a result of doing real-world projects with choice, keeping goals portfolios, and conferencing with their teachers about their goals, during the period of September 10 through December 21, 2007, the students of teacher researchers A and B were to increase their engagement in classroom activities.

The teacher researchers had to accomplish the following tasks prior to implementing the

research project:

- Develop a lesson plan for the class discussion about setting and monitoring goals, goals portfolios, collecting artifacts, and reflecting about progress toward achieving goals.
- Create examples of completed goal-setting sheets to aid in the class discussion.
- Develop an assignment sheet outlining the expectations and directions for students' portfolios.
- Develop goal-setting sheets that include spaces for the students' goals and their plans for achieving their goals.
- Develop a lesson plan for the class discussion about setting mastery or learning goals, rather than performance goals.
- Create a handout with examples of performance and mastery goals to aid in the discussion about setting mastery or learning goals.
- Develop real-world projects that allow for student choice. Develop one project for each unit that incorporates the unit's content and skills.

Project Action Plan

The following project action plan provided a weekly outline of what the teacher researchers had to accomplish related to the research project.

Pre-Week: September 10-14, 2007

- Make copies of student survey
- Make copies of faculty questionnaire
- Make copies of student behavior checklist
- Make copies of goals portfolio assignment sheet
- Send home parent/guardian consent forms
- Collect and track parent/guardian consent forms

Week One: September 17-21, 2007

- Distribute student survey
- Collect and analyze student survey
- Distribute faculty questionnaire
- Collect and analyze faculty questionnaire
- Begin using and analyzing behavior checklist

Week Two: September 24-28, 2007

- Continue to collect and analyze faculty questionnaire
- Continue using and analyzing behavior checklist
- Make copies for real-world project 1
- Prepare lesson plans for real-world project 1

Week Three: October 1-5, 2007

- Assign real-world project 1
- Teach goal setting strategies
- Distribute the goals portfolio assignment sheet
- Assist students in setting goal 1
- Assist students in developing a plan to achieve goal 1
- Assist students in finding artifacts to include in their portfolios as evidence of working toward goal 1

Week Four: October 8-12, 2007

- Provide feedback on real-world project 1
- Provide instructive feedback on goal 1
- Hold conferences with students to review instructive feedback on goal 1
- Teach lesson on difference between performance and mastery or learning goals
- Review goal portfolio assignment sheet—focus on setting mastery goals

Week Five: October 15-19, 2007

- Assign real-world project 2
- Assist students in setting goal 2
- Assist students in developing a plan to achieve goal 2
- Assist students in finding artifacts to include in their portfolios as evidence of working toward goal 2

Week Six: October 22-26, 2007

- Provide feedback on real-world project 2
- Provide instructive feedback on goal 2
- Hold conferences with students to review instructive feedback on goal 2

Week Seven: October 29-November 2, 2007

- Assign real-world project 3
- Assist students in setting goal 3
- Assist students in developing a plan to achieve goal 3
- Assist students in finding artifacts to include in their portfolios as evidence of working toward goal 3

Week Eight: November 5-9, 2007

- Provide feedback on real-world project 3
- Provide instructive feedback on goal 3
- Hold conferences with students to review instructive feedback on goal 3

Week Nine: November 12-16, 2007

- Assign real-world project 4
- Assist students in setting goal 4
- Assist students in developing a plan to achieve goal 4
- Assist students in finding artifacts to include in their portfolios as evidence of working toward goal 4

Week Ten: November 19-23, 2007

- Provide feedback on real-world project 4
- Provide instructive feedback on goal 4
- Hold conferences with students to review instructive feedback on goal 4

Week Eleven: November 26-30, 2007

- Assign real-world project 5
- Assist students in setting goal 5
- Assist students in developing a plan to achieve goal 5
- Assist students in finding artifacts to include in their portfolios as evidence of working toward goal 5

Week Twelve: December 3-7, 2007

- Provide feedback on real-world project 5
- Provide instructive feedback on goal 5
- Hold conferences with students to review instructive feedback on goal 5
- Make copies of student survey
- Make copies of faculty questionnaire

Week Thirteen: December 10-14, 2007

- Begin using and analyzing behavior checklist
- Collect final goals portfolios
- Distribute student survey
- Collect student survey and begin analysis

Week Fourteen: December 17-21, 2007

- Complete final behavior checklist and analysis
- Complete student survey analysis

Methods of Assessment

The purpose of the student survey was to gather information about the problem of student engagement and how students felt about their engagement in classroom activities. Students responded to five questions that focused on the interventions (i.e., real-world projects with choice, goals portfolios, and goals conferencing) the teacher researchers implemented during this project. Students responded by using a Likert scale of (1) *Strongly Disagree*; (2) *Disagree*; (3) *Agree*; and, (4) *Strongly Agree*. Additionally, students were provided space on the survey to add comments related to their engagement in classroom activities. The survey was given to 12 students in all grade levels at Site A, and 14 sophomore students at Site B, for a total of 26 students. The teacher researchers administered the survey to their respective students in class on December 10, 2007, and collected it at the end of the class period on December 10, 2007. The teacher researchers compared post documentation and pre-documentation data to denote any change.

The purpose of the student behavior checklist was to gather information about the behaviors that students exhibit when they are disengaged from classroom activities after they completed real-world projects with choice, kept goals portfolios, and participated in goals conferencing for 10 weeks. The teacher researchers used the checklist daily to track behaviors in 12 students in all grade levels at Site A, and 14 sophomore students at Site B, for a total of 26 students. Students' behaviors were tracked from December 10 through December 21, 2007. The teacher researchers compared post documentation and pre-documentation data to denote any change.

CHAPTER 4

PROJECT RESULTS

The purpose of this action research project was to decrease off-task behaviors, such as talking with other students, blurting out, choosing not to do work, making vocal noises, and tapping pencils, hands, feet, etc. Twelve students in all high school grade levels at Site A and 14 sophomore students at Site B, for a total of 26 students, participated by responding to a student survey about classroom engagement. Students responded to this survey during pre- and post-documentation. The teacher researchers directly participated in data collection by completing one behavior checklist per week for two weeks of pre-documentation and two weeks of post-documentation. Combined, the teacher researchers completed eight checklists. Additionally, during pre-documentation, 18 faculty members at Site A and 53 faculty members at Site B, for a total of 71 faculty members, responded to a faculty questionnaire about students' behaviors in the classroom and their effect on classroom instruction. The teacher researchers collected data based on the aforementioned tools from September 17, 2007, through September 28, 2007, for pre-documentation and from December 10, 2007 through December 21, 2007, for post-documentation. Additionally, the teacher researchers implemented the following interventions: completing real world project with student choice, maintaining a goals portfolio, and conferencing one-on-one with the teacher. These interventions were implemented from October 1, 2007, through December 7, 2007.

Historical Description of the Intervention

Teacher Researcher A

I began the first week (September 17-21, 2007) of my research as described in the project action plan. On September 17, 2007, I distributed the faculty questionnaires (Appendix C) via

the teachers' school mailboxes. All of the surveys were due by September 21, 2007. I also administered the student surveys (Appendix A) during class this week. Some students had questions about the items on the survey, so I had to explain what it meant to collect artifacts, keep portfolios, and have one-on-one conferences with me. I also explained to the students how important this survey was to me so they would take it seriously. I began to use the behavior checklist (Appendix B) in class this week, as well. Using the checklist opened my eyes to the range and frequency of behaviors occurring in my classroom. It was difficult, however, to stay consistent with keeping track of the behaviors while trying to teach. I felt that I may have missed some behaviors due to the simple fact that I was engaged myself. I noticed that many checks for "talking with other students" were linked to just a few students. During a review game this week, I did not have to mark down as many checks because the students were very engaged. I did not have to make many checks on the day of the test either.

During the second week of research, September 24-28, 2007, I continued to use the behavior checklist in class. I was absent one day, so I only used the behavior checklist for four days this week. Though it remained difficult to keep track of all of the behaviors, I felt more comfortable than the previous week. Still, it might have been easier to have an outside observer keep track of the behaviors. The students never found out that I was using the behavior checklist during class. Once again, I noticed that many of the checks for "talking with other students" were from the same group of kids, so I separated those students at the end of the week. Throughout this week, I also had a lot of problems with students putting their heads down in class. Eventually, I had to threaten those students with discipline referrals to get them to stop.

I began my interventions during the third week (October 1-5, 2007) of my research project. As listed in the project action plan, I assigned my first real-world project (Appendix E).

My students began their projects in class on Tuesday, October 2, and continued working on them the next day. They chose whether or not they wanted to work in small groups, and most decided to work with at least one other person. A few students got off-task at times, usually by talking about unrelated things with the people around them. Other students seemed unmotivated to work and let the other people in their group to most of the work. Most of my students, however, worked hard on their projects and stayed interested in what they were doing. They liked the choices the real-world project offered. Some of my students did not finish their projects in class and had to finish them for homework. This week, I also spent a lot of time going over the goals portfolio assignment packet (Appendix D), which included strategies for setting goals. I assisted my students in completing their goal cover sheet, on which they set their first goal and developed a plan for achieving their goal. I also helped them to think about what artifacts they might collect as evidence of working toward their goal. For the rest of the week, the students seemed to follow through with the plans they made for working toward their goals. I gave my students time to work on their portfolio cover sheets in class and let them finish them at home. Most of my students enjoyed creating their cover sheets and appreciated the freedom I allowed them in designing their covers. One of the problems I faced this week was that three students were absent several times, thereby missing out on most of the activities. They were not able to begin working toward their first goal because they did not even have it set by the end of the week. The biggest drawback this week was that I had to devote so much class time to my research project that I fell behind in my daily lesson plans.

Week four of the research project, October 9-12, 2007, went according to plan. I graded and provided feedback on the real-world projects from the previous week. I was disappointed to find that one of my research participants did not turn in a project, and that two others turned in

projects that were less than halfway completed. Having to complete their projects at home might have been one cause for this. I continued to provide feedback on my students' goals and began my one-on-one conferences. Unfortunately, I only made it through seven conferences in two days because I had to devote a lot of time to helping my students with other activities in class. To make the conferences run more efficiently, I decided to have my students turn in their goal cover sheets so I could write comments on them outside of class. With written comments to refer to, the conferences went much more quickly the next day. This week, I discussed with my students the difference between performance and mastery goals. Performance goals primarily focus on grades, whereas mastery goals focus on learning for learning's sake. I reviewed the portfolio assignment sheet and told my students that they would have to set mastery goals from that point on. I gave my students time this week to find artifacts for their first goal and to begin their reflections. In doing so, the students gained a better understanding of the purpose of the portfolios. However, five of my twelve research participants did not accomplish very much, even when I gave them individual attention and guidance. Three of my twelve research participants were absent that day, which left only four students who worked hard and took their reflections seriously. Of the nine research participants present, six were missing one or more artifact for their first goal. As a result, they were unable to complete some or all of their reflections. At that point, I was becoming very frustrated with my students' lack of organization and lack of motivation to work on their goals portfolios. I noticed that having goals to work toward motivated many of my students to participate in class during the activities that were the focus of their goals. However, their motivation was limited and did not extend to the other activities in class. Once again, I felt that I had to commit so much time to my research project this week that I fell behind in teaching the regular curriculum.

During week five (October 15-19, 2007) of my research project, I continued to follow the project action plan. I assisted my students in setting their second goal and completing their goal cover sheet. I collected my students' goal cover sheets again so I could read through them and provide written feedback before the one-on-one conferences. A few of my students wrote performance goals, so I had to assist them in writing mastery goals instead. I assigned the second real-world project this week (Appendix F). I had my students use the Internet as part of their project this time. They were excited to use computers, and most of them stayed engaged for the entire class period. The only problem with using computers was that a few students got off-task by using a program to make their computers say funny things out loud. Another problem with the second real-world project was that it took so long that it cut into the time that I was going to use to review for a test the next day. I had to assign the final problem of the project for homework to make up some time. By the end of this week, I began to feel that my students' behavior and motivation to learn were worsening as a result of my interventions. I felt that they were feeling overwhelmed with all of the time and effort they were expected to put into their goals portfolios. As a lower-level class, they needed routine, repetition, and review. All of these, I felt, were being disrupted by my research project.

Week six of my action research, October 22-26, 2007, did not go exactly as planned. I did not spend a lot of time conferencing with my students this week. Instead, I just walked around the room and briefly spoke with students individually about their second goals, possible artifacts, and their progress toward reaching their goals. While I talked to students individually, the rest of my students were supposed to be catching up on their goal cover sheets and reflections. Again, though some students used the time to work, many just wasted it and fell further behind. This week, I also graded and provided feedback on the real-world projects that the students completed

the previous week. I was excited that all twelve of my research participants had turned in their projects this time. The only parts that were not fully completed were the parts that they were supposed to have finished for homework. Looking back on the week, I did not see any improvements in classroom behavior and engagement. However, I noted that my students stayed on task completely during a midterm exam review when I offered them a choice of extra credit or candy for each section of problems they completed. My students responded very well to these external rewards.

At this point in our research, teacher researcher B and I felt that it was necessary to slow down the pace of our interventions. We decided that we would have our students set a total of four goals rather than five. We also reduced the number of real-world projects from five to four. As a result of these changes, we would no longer be following our original project action plan precisely.

During the seventh week of my research (October 29-November 2, 2007), I assisted my students in setting their third goal and completing their goal cover sheet (Appendix D). I made my students come up with a new goal this time if they had used the same goal for the previous two goals. I felt that my students were getting better at setting goals now that they had done it twice before. Like the last time, a few students wrote performance goals, so I had to help them create mastery goals instead. I collected my students' goal cover sheets so I could read over them and provide written feedback. When I thought about the things that motivated my students during this week, I found it interesting that my list did not include anything related to my research project. Instead, I found that my students were more willing to engage in classroom activities after I spent some time connecting with them by talking to them on a more personal level and telling stories about my life. I also found that candy was a powerful motivational tool

for my students. When I offered them a piece of candy if they worked for the last 15 minutes of class one day, every one of my students complied.

During week eight of my research project, November 5-8, 2007, I assigned the third real-world project (Appendix G). Almost all of the research participants stayed on task and remained interested in the project the entire time. I used this project as a way of reviewing for a test the next day to utilize my time more efficiently. I still felt that this research project was taking time away from covering the regular curriculum. This week, I also provided my students with some time to work on their goal cover sheets and reflections for previous goals. While they worked, I talked with students one-on-one about their progress. Only two of my research participants used the time to work on their portfolios. The rest wasted the entire 25 minutes. Most of them did not have any artifacts to write about because they either never completed the work, or they lost everything. Their behavior was awful, and it took about five minutes for me to regain control of them so I could continue with the rest of class.

For the ninth week (November 13-16, 2007) of my research project, I assisted my students in setting their fourth goal and completing their goal cover sheet. I gave my students some time to work on their goal cover sheets and reflections for previous goals. Once again, it was a negative experience because most of my students did not use the time wisely. The behavior in my class was at its worst this week. The concepts I was teaching were more complex and difficult for my students to grasp, so many of them gave up and chose not to engage in the classroom activities.

During the tenth week of my research, November 19-21, 2007, I provided my students with feedback on their fourth goal and talked with each student individually about their progress. Most of my students seemed to understand how to write goals and plan how to show evidence of

their progress. I did not have to provide them with a lot of assistance. Two of my students, however, needed more guidance than the rest. One of them wrote a performance goal, and the other wrote a goal about homework completion rather than in-class work. I noted that my students were all actively involved in the review game I played with them this week. Even students that typically did not engage in class activities participated in the game. They even asked questions and tried to learn the material in order to be more competitive in the game.

I assigned the fourth and final real-world project (Appendix H) during the eleventh week (November 26-30, 2007) of my research project. As in previous weeks, my students enjoyed the real-world project and remained engaged in their work for the entire class period. Many of them asked for help when they needed it, and they ended up learning a lot that day. They loved being able to use the computers again. Many of them were not able to complete their projects in class, so they had to finish them for homework. Unfortunately, only four out of my twelve research participants ended up turning in their projects. Absences continued to be a problem. The students that were absent the day of the real-world project did not end up doing it for homework, so they missed out in that experience. At the end of this week, I reflected once again on what motivated my students to work. Aside from the real-world project, they were motivated by another game for which candy was the prize.

During the twelfth week of my project, December 3-7, 2007, I spent some time reviewing the goals portfolio assignment packet, including the contents and organization of the portfolios. I gave my students about an hour one day to work on any goal cover sheets and reflections that they were still missing. I also helped them find artifacts to include in their portfolios. Many of my students were missing a lot of artifacts, so I told them to reflect on why they did not have the necessary artifacts and why they were not able to accomplish their goals. One of my research

participants lost all of the contents of her portfolio this week. Another student was absent so often that the only things he had in his portfolio were two goal cover sheets. Yet another student left his portfolio at home, so he could not work on it during class. One student threw out all of his work after the midterm exam, so he was missing many of his artifacts. Only five of the research participants had at least two of the four goals and corresponding artifacts and reflections completed. I tried to help my students get organized, and I gave them ideas for artifacts and reflections. Still, many kids did not accept my help and chose not to work on their portfolios. My students turned in their finished portfolios at the end of the week. I was disappointed, yet not surprised, that only seven (58%) of my research participants turned in a portfolio. Of the seven that turned in a portfolio, four received a failing grade because their portfolios were missing many of the required items. The other three received passing grades, but their portfolios were also incomplete.

I conducted my post-documentation during weeks 13 (December 10-14, 2007) and 14 (December 17-21, 2007). I used the behavior checklist during class for the full two weeks. I also administered the student survey during class at the end of week 14, on December 18, 2007. I felt that my students' attitudes in class became more positive during these two weeks. Several of my students were getting extra help outside of class, and their confidence with the course material seemed to be increasing. Because they knew what was going on during class, they completed a lot more of the work. They did not feel overwhelmed by the difficulty of the material, a feeling that had caused them to give up and misbehave in the past. Their effort and energy made the entire class run more smoothly. Without having to focus so much time on my interventions anymore, I was able to spend more time teaching my students new material. I was also able to include more games and activities in my lessons. Playing games to practice new material

continued to motivate my students to engage in class. The classroom behavior during these two weeks did not improve, however. I felt that it was a constant struggle to keep my students from talking and goofing around with one another. I felt like I had to mark checks for “talking with other students” almost constantly on some days.

Teacher Researcher B

Week one of the project, September 17-21, 2007, marked the first week of pre-documentation. During this week, I made copies of the participant consent letter, student survey, the student behavior checklist, and the faculty questionnaire (Appendices A-C, respectively). Two positives stood out to me this week. First, 14 of the 17 students enrolled in my Sophomore English class returned signed consent letters. Of course the goal was to procure a 100 percent rate of return, but 14 was a good number. Second, students clearly understood the statements on the student survey. I did not have to clarify meaning for any statements, which resulted in a smooth, quick administration and collection of the student surveys. With the positive comes the negative, and I found three negative aspects to this first week of pre-documentation. First, the student observation checklist was extremely difficult to tally during class. Logistically, I had to marry myself to my desk in order to discreetly tally student behavior while simultaneously instructing. Second, the rate of return for the faculty questionnaires was disappointing. I distributed 132 faculty questionnaires at the beginning of the week and received only 80 completed forms by Friday. Third, relative to the student behavior checklist, the students talked and blurted out way too many times during this week ($n=48$; $n=30$). I felt as though my pen was fixed to those boxes as I tallied the exhibited behaviors during each day's lesson. Some of the interesting aspects of this week were as follows: four of the behaviors on the student observation checklist did not emerge during this week, most teachers added comments on the faculty

questionnaire rather than simply checking the behaviors from the list teacher researcher A and I provided, and no students added free form comments about their engagement in class activities on the student survey.

Week two of the project, September 24-28, 2007, marked the second week of pre-documentation. This week brought a balance of positive, negative, and interesting experiences. Positively, the frequency of students "blurting out" decreased significantly in week two (week 1=30; week 2=5). Also, I hinted at the upcoming real-world projects (Appendices I-L) and the students really seemed to like the idea of having choices and working on relevant assignments. Negatively, the decrease in blurting did not mirror the occurrences of talking with other students. Although the frequency did decrease, with one less day of tallying, there was still too much off-task talking (week 1=48; week 2=28). Also, students did not complete their reading assignments for *This Boy's Life*, which resulted in ineffective class discussions and lessons. Interestingly, I used one day of class for an in-school field trip. The school's Student Assistance Program booked a guest speaker who presented on his experiences with alcohol. Since *This Boy's Life* deals with the negative affects of alcohol and abusive relationships, the presentation's content fit perfectly with our unit of study. Sixteen of the 17 students in my class found the field trip enjoyable and seriously reflected on the role of alcohol in their lives. Also, from the student behavior checklist (Appendix B), the frequency of students choosing not to do work remained the same from week one to two (n=7). I was curious as to whether or not these were repeat offenders. Since I did not track by name or identification number, there was no way to tell, but nevertheless, the consistency interested me.

After two weeks of pre-documentation, the week of October 1, 2007, marked the first week of the intervention. During this week, I assigned the first real-world project (Appendix I),

introduced the idea of goal-setting, reviewed the semester-long goals portfolio assignment (Appendix D), and collected the first real-world project. Two positives emerged this week: during class, students were engaged in working on real-world projects and a wide-range of projects were completed—all the students did not choose the same option. However, three negatives emerged as well: the lesson on goal-setting did not go well, no students set their first goal by the due date, and I had to assign the goal-setting for homework. Additionally, two interesting aspects of the week emerged: most students wanted to set a goal to finish reading all of *This Boy's Life*, which surprised me because few of these students have read an entire book; and, no one availed him/herself of the “pitch an idea” option for the first real-world project. The “pitch an idea” option allowed students to create a completely original choice for the project.

Week four, October 8-12, 2007, marked the first real assessment of the students' work during the action research project. Both of the following assessments were positive: goals conferencing and the first real-world project. In terms of the goals conferencing, I was able to meet with every student in my class during one, 42-minute class period. In terms of the first real-world project, the grade distribution was very even: three As, three Bs, three Cs, three Ds, one F, and one student decided not to submit a project. These two assessments also contained negatives. In terms of the goals conferencing, one student was not prepared for his goals portfolio conference, so I was unable to assist him. In terms of the first real-world project, three students decided not to submit a project, although only one was a student participating in the research project. From the goals conferences, an interesting theme materialized. Most students' goals centered on reading the entire book within one week (all 280 pages), which showed me that they cared and wanted to do the right thing, but were a little lost as to how one realistically sets goals; so, next week's lesson on separating performance goals from mastery goals proved fruitful and

beneficial.

During the fifth week of the research project, October 15-19, 2007, I assigned the second real-world project (Appendix J) and met with students for a second time to discuss their goals. Two students completed their real-world projects before the due date, which was extremely encouraging. Again, when I assigned the second real-world project, several students were excited about doing this. Although the students appeared to enjoy working on real-world projects, two negatives of the intervention forcefully struck me this week. Due to the class time needed to review the real-world project assignment and the class time allotted for working on the assignment, I felt as though my instruction of the memoir, *This Boy's Life*, was too brief and superficial. The brevity of lessons centered on analysis of the book worried me. Additionally, the large time commitment to the interventions of this project resulted in negative feelings toward the project. One interesting feature of the goals conferences this week was the fact that most of the students wanted to continue their previously set goals because they felt as though they did not meet them or work toward them enough.

After the disconcerting feelings during week five, I made and distributed a calendar for week six (October 22-26, 2007). The intention was to assist my students in getting a handle on the work involved with the interventions. The students responded to this by being on-task for the majority of the time. With the review of literature's support of student choice to motivate engagement in mind, I expanded the parameters of the real-world project. For the third project (Appendix K), I removed all my suggested options, and gave the students carte blanche with respect to their choice; students really enjoyed the complete freedom of the third real-world project. Whereas the real-world projects appeared to be motivating students to engage, at least while working on them, goal setting and maintaining a goals portfolio were not working at all.

The goals conference on Friday revealed that many of the students were not taking this assignment seriously—many goals were still performance oriented, such as “I want to do well on a test” or “I want to improve my grade by one letter within a week.” Of interest was the fact that the goals portfolio was really not working as the review of literature suggested it would. When I called students to my desk to conduct individual conferences, a cacophony of sighs and huffs resounded.

In line with cheer and excitement about the freedom of the third real-world project, in week seven, October 29–November 2, 2007, all the students responded by earning an A or a B on it. Also, the written explanations were more detailed than the previous two projects. The students put forth more effort and reaped the rewards of their diligent work. Unfortunately, two students still did not complete the real-world project, despite having complete freedom. Alas, I was still confounded by these completely apathetic students and pondered whether or not any intervention could motivate them.

Unfortunately, the success of week seven dissipated with the dawn of week eight. There was absolutely nothing positive about week eight (November 5–9, 2007). With little time available in class, the students did not set goals, which resulted in no goals conferences as well. As I continuously saw negative off-task behaviors exhibited by my students, the realization struck me that the real-world projects, though motivating within the moment, did not foster the long-term motivation to engage in classroom activities as was hypothesized. Each day I had to continuously stop class to address off-task behavior; sadly, with respect to engagement and behavior, the class seemed to regress. Interestingly, the effects of the real-world projects were short-term. The enjoyment and almost complete engagement of the past two weeks dissipated and reverted into complete apathy this week.

During week nine, November 12-16, 2007, all students submitted a fourth real-world project (Appendix L) for *This Boy's Life*. This marked the first time during the research project that every student completed this assignment. However, with the successful completion of the real-world project came the exact opposite with respect to setting goals. Students continued to forget their goal setting assignment. Consequently, I had to use an entire class period and force students to set goals. This event prompted me to reflect about the way in which I taught and the students studied the book, *This Boy's Life*. I felt as though the students taught themselves the book by completing several reading assignments outside of class and not receiving crucial in-class time for discussion, processing, and questioning. The majority of my class time was spent reviewing real-world projects, allowing students to work on real-world projects, clarifying the goals portfolio assignment, allowing students to work on goal setting, and conferencing with students about their goals. I felt overwhelmed by the implementation of these interventions. One extremely interesting occurrence this week emerged as a result of the frustrations I felt last week when students were consistently off-task. Since the faculty questionnaire I used during the pre-documentation weeks asked respondents to add comments related to ways in which they addressed off-task behaviors, I decided to pull out those questionnaires and see what strategies worked in the past for my colleagues. Consequently, I decided to create a new seating chart, which separated several individuals whose behavior was less than ideal. This was the first week with the revised seating arrangement, and it seemed to work.

Week 10, November 19-23, 2007, presented a new challenge to the implementation of the research project—namely, possessing only two days of instruction. However, the students' completed work this week for their goals was positive. All students set a goal this week, and most goals were focused on effort rather than test scores. Unfortunately, with the shortened

week, I was unable to monitor the students' collection of artifacts for their portfolios. After speaking to the students about the portfolio, I thought about the number of artifacts I was requiring them to keep and include for each goal. The assignment required three to five artifacts per goal, but I did not think I provided the students with enough opportunities to collect that many artifacts per goal. In terms of off-task behavior, week 10 mirrored the success of week nine. The new seating arrangement resulted in no behavior problems this week. I found this interesting because something as simple as student placement in the room had a markedly more effective impact on promoting positive student engagement in the classroom than the real-world projects and goals work did.

Due to the frustration I felt during the unit on *This Boy's Life*, I was reticent about beginning a new novel while continuing to implement the interventions. My students began studying *Lord of the Flies* during weeks 11 and 12 (November 26-30, 2007, and December 3-7, 2007, respectively), which required almost all of my class time. Consequently, I did not assign a real-world project, but I did require the students to set a third goal. Unfortunately, students responded to this request with surprise—goal setting and maintaining a goals portfolio completely fell off their radar screens. However, I reiterated the need to complete this assignment and provided additional class time for students to do so. On Friday, November 30, 2007, students met with me for their individual goals conferences. In response to the students' grumblings about the goals work and the evident lack of organization, I required students to attend their conferences with all their goals portfolio materials. Much to my chagrin, several students attended without any materials.

Weeks 13 and 14, December 10-14, 2007, and December 17-21, 2007, respectively, were the final two weeks of the research project, which were dedicated to post-documentation. During

post-documentation, I administered and analyzed the student survey again. Surprisingly, 11 of the 14 students who participated in the project agreed that they were more likely to engage in classroom activities when they set goals for themselves. Throughout the project, the students were most resistant to setting goals and keeping their goals portfolios, so the above response was unexpected. Additionally, I used the student behavior checklist these weeks. Using this tool uncovered a negative about student behavior in my classroom—namely, students continued to talk with other students instead of engaging with the activity. I tallied 64 instances of students talking with other students during the four days we met this week. Week 14 presented a unique challenge with respect to using the student behavior checklist—class met in the computer lab for three days. With this new environment, the students decided to get out of their seats at will. This occurred 11 times in three days. Class met in the computer lab so students could work on their goals portfolio assignment. Some students worked diligently and produced quality work, whereas others talked to other students, got out of their seats, chose not to do work, and/or came to the computer lab unprepared to work. Overall, the goals portfolios were better than expected. Six students earned an A and six students earned a B.

During the pre- and post-documentation as well as the implementation of interventions, the teacher researchers noticed the following common themes emerged in their respective historical descriptions. First, both researchers found the observed behavior checklist to be extremely difficult to use as a tool to document off-task behavior. The difficulty emerged as a result of the nature of teaching, namely the need to move around the classroom. While using the checklist, the researchers felt they needed to remain static, which was difficult to manage. Second, the students at both sites were exceedingly chatty. The problem of talking with others during class activities was most frequently checked by both researchers. Third, most students

worked hard on their real world projects when completed in class. However, the assigning of real world projects coupled with assigning goals work dramatically took time away from classroom instruction of each researcher's curricula. This fact bred frustrations and resentment.

Consequently, the researchers felt they needed to reduce the amount of projects so they could try to keep pace with the content area instruction they wanted to teach. Ultimately, the researchers observed that off-task behavior did not significantly decrease as a result of their interventions.

Again, this realization led to frustration and resentment.

Description of the Interventions

After a review of the literature, the teacher researchers found that making activities relevant to students' lives, affording students choice in their work, and encouraging students to set goals and reflect on them positively influences engagement in classroom activities.

Consequently, the researchers implemented the following interventions: real-world projects with student choice, setting mastery goals, and conferencing one-on-one about setting and working toward achieving set goals. Although both researchers implemented the aforementioned interventions, the design and construction of the interventions differed as a result of the content area each teacher taught.

In teacher researcher A's Algebra 1: Concepts and Skills class, students completed four real-world projects, one per unit covered during the interventions. For the first real-world project, students were given actual batting and pitching statistics for a selection of popular Chicago Cubs and Sox players. The project consisted of four multi-step problems from which the students were to choose three to complete. Students were also able to choose which players' statistics they wanted to use for each problem. The problems allowed students to practice working with percents, using unit analysis, calculating unit rates, and solving algebraic equations in the

contexts of slugging percentages, batting averages, ballpark attendance, fastball speeds, and earned run averages. See Appendix E for a copy of researcher A's first real-world project.

For the other three real-world projects, teacher researcher A incorporated the use of the Internet. The second real-world project dealt with calorie-counting. First, students listed everything they ate and drank on the previous day. Then they used a website to look up the number of calories each item contained so they could compare their total calorie intake to the recommended calorie intake for someone of their age, height, and weight. They used this information to write an equation showing how their weight would change over time if they ate a similar amount of calories every day. Then they determined the slope and y-intercept of their equation and graphed it. For the second half of the project, students used another website to look up the number of calories they would burn for each minute they spent doing two activities of their choice. They used this information to write and solve direct variation equations. See Appendix F for a copy of researcher A's second real-world project.

For the third real-world project, teacher researcher A's students used the Internet to find information about record high and low temperatures in U.S. cities. They used the information they found to write simple and compound inequalities. Then they looked up world records of their choice and used the information to write and graph compound inequalities. Next, they looked at four local property listings, two apartments and two houses, and chose the one they would like to have in ten years. Then they wrote and solved inequalities to find out how much money they would have to earn to afford the monthly rent or mortgage payments. Finally, they looked up salaries on a website to find a job that would meet their needs. See Appendix G for a copy of researcher A's third real-world project and Appendix M for samples of student work.

Teacher researcher A's fourth and final real-world project used the contexts of the

National Basketball Association and buying a new car to give students practice with solving systems of linear equations. For the first problem, students looked up scoring statistics for two NBA players of their choice and used that information to write and solve a system of linear equations. Then they used a website to find information about a new car of their choice. With the help of a third website, they found out about possible financing plans for their car. They used the information about financing plans to write and solve a system of linear equations using a different method than the method they used in the first problem. See Appendix H for a copy of researcher A's fourth real-world project and Appendix M for samples of student work.

In teacher researcher B's Sophomore English class, students completed four real-world projects centered on the memoir, *This Boy's Life*, by Tobias Wolff (Appendices I-L). The first real-world project offered the students a choice of four options to display their understanding of a chosen character's personality and struggle throughout the memoir; those choices were as follows: text/instant messages, cartoon/anime/drawing, lyrics/song, and iPod/iTunes library. The second real-world project was similar to the first, except for the addition of a fifth project option, which offered the students an opportunity to pitch an original idea to me. For the third and fourth real-world projects, students possessed complete freedom; they could submit any creative project that focused on a character's personality or struggle throughout the last half of the memoir. Regardless of the option or original idea the students presented, they were required to choose a thematic focus and align their work with two primary purposes of this type of analysis, namely to convey the chosen character's true feelings about his/her experiences and challenges and to display their understanding of the literal and symbolic meanings of the selected text. The aforementioned requirements were accomplished by choosing a character, a focus, and a project type. See Appendix M for student samples of the above projects.

Both teacher researcher A and teacher researcher B implemented two assignments focused on the idea of goal setting. First, teacher researcher A's students set four goals, and teacher researcher B's students set three goals throughout the intervention. Second, students were required to maintain a portfolio representative of their goal setting and their work toward achieving their goals. Coupled with the goal setting assignment, students met with the teacher researchers, in individual conferences, to discuss their goals and the potential artifacts they could collect for inclusion in the portfolio. Before students worked on setting their first goal, researchers A and B reviewed the goals portfolio assignment sheet and answered any questions regarding it. See Appendix D for details about the goals portfolio assignment. During the week between working toward goal 1 and setting goal 2, students participated in a lesson teaching them the difference between performance and mastery goals; subsequent goals were to be mastery oriented. Throughout the entire intervention, students collected artifacts to include in their portfolios. At the end of the intervention, students reflected on their artifacts, the process of setting goals, their participation in goals conferences, and the process of maintaining a portfolio. See Appendix M for samples of students' portfolios.

Reflections

Teacher Researcher A

I have learned a lot about my students and teaching through this action research experience. First and foremost, I have learned that it is extremely important to communicate with my students about what they feel motivates and engages them in class. I know, now, that I can trust their input. By the time kids reach high school, they have been in a classroom setting long enough to know what they like, what they dislike, and how they learn best. I have also learned that listening to what my students have to say is not enough; it is essential that I take actions to

modify my teaching to include strategies that meet their needs and desires. At the very beginning of this research project, I gave my students a survey to find out what motivated them to engage in class activities. Their responses made it clear that some of the interventions I was planning on implementing in class would work while others would not. However, I did not modify my plans at that point. I will not make that same mistake again in the future. As my research went on, I could see that the goals portfolio assignment seemed to be interfering with my students' motivation, engagement, and learning. However, I continued with the intervention despite its seemingly negative effect on my classroom. In the future, I will not be so determined to stick to my original plans. Instead, I will remain flexible, making changes when I feel they are needed.

Since conducting this research, I have gained an overwhelming desire to find new ways to motivate my students to engage in class. I have become more open-minded about trying new strategies in my classroom. To get new ideas, I talk to my colleagues, read professional journals and magazines, conduct On-line searches, and talk to my students. I put more effort and thought into planning my classes than I ever did in the past. When new strategies work, the excitement and sense of accomplishment I feel is unmatched by anything else I experience in the classroom. I truly enjoy seeing my students engage in and enjoy the activities I plan for them. I have become more passionate about teaching, and, as a result, I believe my students are becoming more passionate about learning.

Teacher Researcher B

During the first semester of the 2007-2008 school year, I experienced a flood of varying emotions that brought me to the brink of exhaustion as well as to the highest peaks of elation. Although the describing of a situation as a catch-22 is indeed trite, it is absolutely apropos of the paradoxical nature of action research. The duality of reward and frustration left me excited some

days and resentful others. However, as my time completing this action research project neared its end, I found myself saddened by the perceived finality. Despite the frustrations I felt at times, I wanted to continue my work and find new ways of motivating my students. Herein lies the greatest change I have experienced as a result of this research project. The work my partner and I completed did not work as we hoped it would, which awakened a desire to continue revising the interventions of this project. I want to take the recommendations made in this project and begin anew; I plan to incorporate more real world projects with student choice on a smaller scale in my classroom. My goal is to use the time my school district allots for professional development on continuing this research with a revised question and revised interventions. I believe this work is valuable and truly awakened a hitherto clandestine thirst for inquiry that has remained dormant within me for too long. There were days before this research project during which I felt my classroom was on automatic pilot and I was unaware of the opportunities I had to enact positive changes in my own classroom. Inherent in action research is the power for teachers to change and improve their classrooms and their students' experiences. Teachers often feel powerless with respect to school, district, or state educational policies, but action research empowers teachers.

Presentation and Analysis of Results

The purpose of this action research project was to decrease off-task behaviors, such as talking with other students, blurting out, choosing not to do work, making vocal noises, and tapping pencils, hands, feet, etc. The teacher researchers attempted to accomplish the aforementioned goal by implementing real-world projects that allow for student choice, goals portfolios, and one-on-one conferencing with teachers about goals. Twelve students in all grade levels at Site A and 14 sophomore students at Site B, for a total of 26 students, participated in the post-documentation of the problem by responding to the same student survey about classroom

engagement that was used during the pre-documentation of the problem. Once again, the teacher researchers directly participated in data collection by completing one behavior checklist per week for two weeks. Together, the teacher researchers completed four checklists. The teacher researchers collected data based on the aforementioned tools from December 10, 2007 through December 21, 2007.

Student Survey

Based on the post-documentation student surveys, the teacher researchers noted that the students from Site A and Site B are more likely to engage in classroom activities when they believe the activities relate to their lives or the real world ($n=26$, 100%) and when the activities offer them choice ($n=26$, 100%). The majority of the students also agreed that setting goals ($n=17$, 65%) and having one-on-one conferences with the teacher ($n=16$, 62%) would cause them to be more engaged in classroom activities. Only 27% ($n=7$) of the students felt that collecting artifacts and reflecting on them in a portfolio would help them to be more engaged in class. These findings are summarized in Figure 6 below. The first graph shows the data from pre-documentation, and the second graph shows the data from post-documentation.

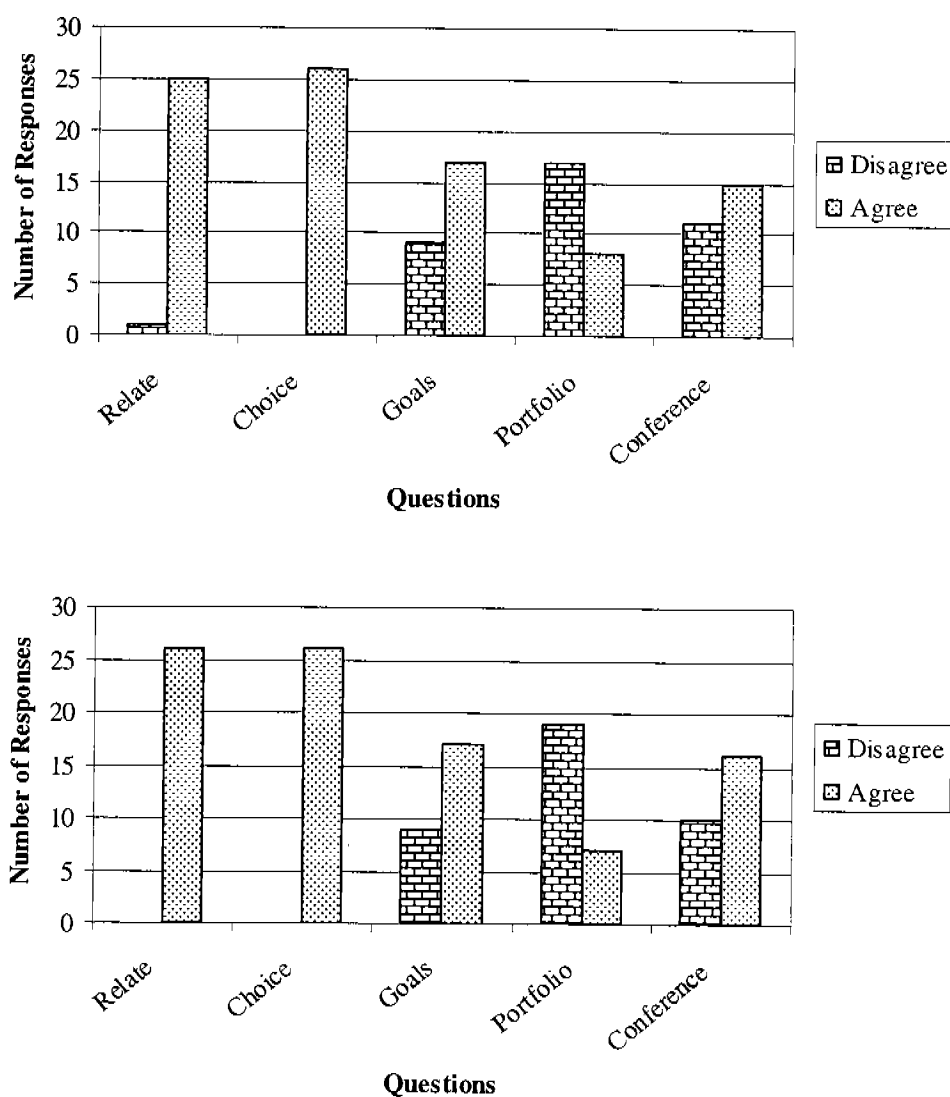


Figure 6: *Changes in Student Survey Responses (n=259)*

As shown in Figure 6 above, the teacher researchers found from pre- to post-documentation that student responses changed for three of the five survey questions. There was a 4% increase (n=1) in the number of students who agreed that they would be more likely to engage in classroom activities that related to their lives or the real world. There was a 5% decrease (n=1) in the number of students who agreed that collecting artifacts and reflecting on them in a portfolio would increase their engagement. There was a 4% increase (n=1) in the number of students who agreed that having one-on-one conferences with the teacher would cause

them to be more engaged in classroom activities.

Behavior Checklist

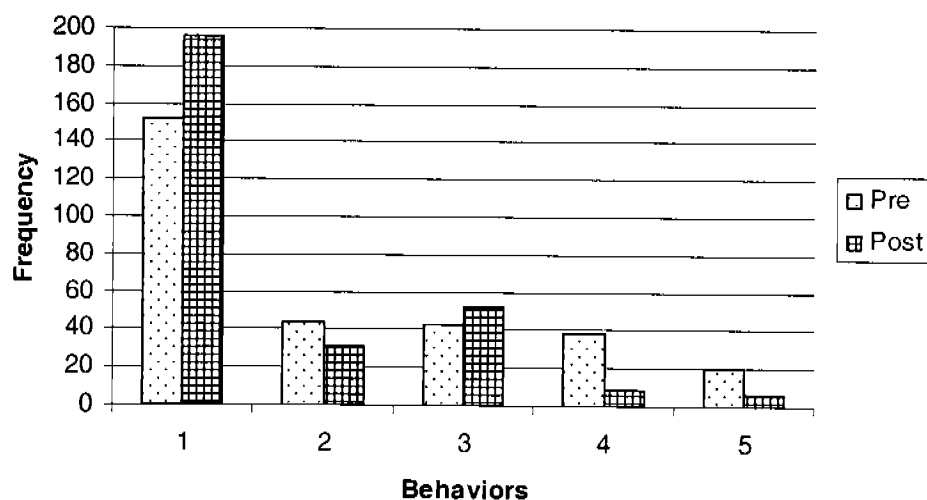
During post-documentation, the teacher researchers observed the following behaviors in students during class activities. Table 24 below presents all of the behaviors observed by researchers during the two weeks of pre- and the two weeks of post-documentation. Researchers noted that the original five most prevalent behaviors from pre-documentation (talking to other students, blurting out, choosing not to do work, making vocal noises, and tapping pencils, hands, feet, etc.) no longer maintained their top spots. During post-documentation the following behaviors emerged as the five most prevalent: talking with other students (n=196; 44%), choosing not to do work (n=52; 12%), blurting out (n=31; 7%), getting out of seat (n=31; 7%), laughing (n=23; 5%), and asking for pass to leave class (n=23; 5%). See Table 24 below for details.

Table 24

Pre- and Post-documentation Totals of Observed Student Behaviors (n=845)

| Behavior | Pre | Post | Difference |
|--|------------|-------------|-------------------|
| Talking with other students | 152 | 196 | 44 |
| Refusing to participate | 10 | 2 | (8) |
| Choosing not to do work | 43 | 52 | 9 |
| Coming to class unprepared | 11 | 11 | 0 |
| Asking for pass to leave class | 10 | 23 | 13 |
| Playing games on or using electronic devices | 4 | 0 | (4) |
| Getting out of seat | 8 | 31 | 23 |
| Doing work for other classes | 7 | 2 | (5) |
| Engaging in personal interests | 19 | 4 | (15) |
| Blurting out | 44 | 31 | (13) |
| Throwing things | 6 | 8 | 2 |
| Writing/Passing notes | 1 | 0 | (1) |
| Asking unrelated questions | 10 | 21 | 11 |
| Other: Putting head down/sleeping | 14 | 15 | 1 |
| Other: Laughing | 15 | 23 | 8 |
| Other: Tapping Pencil, hands, feet, etc. | 20 | 6 | (14) |
| Other: Vocal noises | 38 | 8 | (30) |
| Other: Drawing/Writing on each other | 2 | 2 | 0 |
| Other: Hitting or touching | 3 | 6 | 3 |
| Total | 417 | 441 | 24 |

During post-documentation analysis, researchers focused on the occurrences of the five most prevalent observed student behaviors from the pre-documentation observations. Post-documentation data revealed that talking to other students was still the most prevalent student behavior (n=196; 44%). Additionally, blurting out (n=31; 7%) and choosing not to do work (n=52; 12%) remained in the top five of the most prevalent student behaviors. Please see Figure 7 below for details.



Legend

1. Talking with other students
2. Blurting out
3. Choosing not to do work
4. Making vocal noises
5. Tapping pencil, hands, feet, etc.

Figure 7: *Changes in Top 5 Prevalent Observed Student Behaviors (n=590)*

As presented in Figure 7 above, researchers noted that only two of the original top five prevalent observed behaviors increased from pre- to post-documentation: talking with other students increased 29% (n=44) and choosing not to do work increased 21% (n=9). Additionally, researchers observed two behaviors that significantly decreased: making vocal noises decreased 79% (n=30) and tapping pencils, feet, hands, etc. decreased 70% (n=14).

Conclusions and Recommendations

After analyzing the tools used in pre- and post-documentation, the teacher researchers drew conclusions about the observed behaviors in their classrooms as well as the effectiveness of the two interventions-real world projects with student choice and goals portfolios with individual conferencing-implemented during the research project. Although noteworthy conclusions could not be drawn from the combined data garnered from the behavior checklists (Table 24), several

noticeable changes emerged when the teacher researchers investigated the behaviors in their individual classrooms. After the intervention period, the frequency of students talking to others rose significantly in teacher researcher A's classroom. During pre-documentation, only 77 tallies were marked on the observed behavior checklist. However, during post-documentation analysis, the frequency was 129, which equaled a 68% ($n=52$) increase in this behavior. In terms of blurting out, the frequency decreased 57% ($n=20$) in teacher researcher B's classroom, but increased 89% ($n=8$) in teacher researcher A's classroom. The fact that teacher researcher A only used the checklist nine days in pre- and 10 days in post-documentation accounted for a portion of the increase in talking with others and blurting out. Additionally, post-documentation occurred the two weeks prior to winter break, which accounted for off-task behavior. Contrastingly, the number of students making vocal noises in teacher researcher A's and B's classrooms decreased significantly (79%, $n=30$; 100%, $n=30$ respectively). Teacher researcher A cited the absence of a frequent exhibiter as the reason for the decrease in the above behavior. Teacher researcher B, however, cited a revised seating chart and increased enforcement of the school's discipline policies as the reason for the decrease in his classroom. The behavior of tapping pencils to disrupt class decreased in teacher researcher A's classroom, and was not evident in teacher researcher B's classroom throughout the project. During pre-documentation, researcher A tallied 20 instances of this behavior compared to six observed instances during post-documentation, which resulted in a 70% ($n=14$) decrease. The tapping of pencils was exhibited by one student at site A, who no longer saw the novelty of the action and consequently desisted.

Two additional striking changes revealed by the behavior checklists were the increase in students asking for a pass to leave class and the increase in students getting out of their seats while working on their goals portfolios. This revelation was striking because of its direct

correlation to one of the interventions the researchers implemented to thwart such behavior. The increase in the aforementioned off-task behavior occurred while students worked on their goals portfolios- a time during which student engagement rather than off-task behaviors should have increased. During pre-documentation, in both researchers' classrooms, asking for a pass to leave class only occurred 10 times (Table 24). However, during post-documentation that number rose to 23, which equaled a 130% ($n=13$) increase (Table 24). Similarly, the occurrences of students getting out of their seats rose from eight during pre-documentation to 31 during post-documentation, which resulted in a 288% ($n=23$) increase (Table 24). The teacher researchers agreed that this change resulted from a lack of student interest in working on their goals portfolios.

The data gathered and analyzed from the student survey (Figure 6) revealed some changes as well. First, students in both researchers' classrooms really did know what would motivate them. When asked if completing real world projects and completing work in which they had a choice, 25 (96%) of the respondents during pre-documentation agreed that such work would motivate them and 100% ($n=26$) of the students agreed after the interventions. The insightfulness of the students' responses came to fruition during the research project. While students worked on their real world projects with student choice, they were extremely motivated and engaged. Students looked forward to class days during which they were allowed to work on a real world project. However, when class time was limited and students had to complete projects for homework, students' engagement waned and several students did not complete the work. Therefore, the student engagement garnered through assigning real world projects with student choice did not transcend the classroom.

Second, with respect to the goals portfolios, the number of students who disagreed with

the idea that keeping a goals portfolio would increase their engagement increased by 5% ($n=2$). Consequently, after the intervention 73% ($n=19$) of the students did not agree that portfolios helped them engage in classroom activities. The teacher researchers concluded that the ineffectiveness of the goals portfolio intervention resulted from the following: keeping track of artifacts for the duration of the project was too overwhelming, relying on students who were already disorganized to be organized enough to maintain a portfolio was too much, and making the portfolio so much work (keeping artifacts, answering questions about goals, identifying why artifacts were chosen, reflecting on artifacts, and reflecting on the process of setting and working toward goals) was too much work to inspire students to increase their engagement.

The student survey worked as an accurate predictor of what would engage our students, so we will definitely use a similar survey before implementing any future interventions in our classrooms. After careful reflection, we feel that some of our interventions are worth continuing with some modifications, while others are not. We will continue to use real-world projects with choice in our classrooms because our students enjoyed them and stayed engaged while working on them in class. However, because the engagement we observed during the real-world projects did not extend to other class activities, we will make some modifications in the future. We feel that by using smaller real-world applications of course material and offering choices in assignments more frequently throughout each week, we may be able to increase our students' engagement more permanently.

The process of setting goals, collecting artifacts, keeping a portfolio, and conferencing with the teacher proved to be too extensive for many of our students. A lot of our students had organizational problems, so it was difficult for them to keep track of their artifacts and other portfolio items. Many seemed overwhelmed by the amount of work involved in keeping a goals

portfolio. In addition, the goals portfolios were so formal and impractical that our students seemed detached from the whole experience. Keeping a goals portfolio made the process of setting and reflecting on goals a negative experience for them.

To avoid all of these problems in the future, we will not be continuing our use of goals portfolios. Instead, we will try to make the whole goal-setting process less formal and overwhelming for our students. We will still have our students set mastery goals and write them down. We will also talk to all of our students about their goals, but not through formal conferences. We will modify the reflective process to include activities such as small-group or whole-class discussions and writing short journal entries. We recommend that any teacher wanting to repeat our action research project make all of the aforementioned modifications.

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APPENDICES

APPENDICES

Appendix A

Student Survey

Please respond to each of the statements below by checking the box that **BEST** describes how you feel.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am more likely to engage in classroom activities that I believe relate to my life or the real world. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I am more likely to engage in classroom activities that offer me choices or options. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I am more likely to engage in classroom activities when I set goals for myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I am more likely to engage in classroom activities when I am asked to collect artifacts and reflect on them for a portfolio. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I am more likely to engage in future classroom activities when I am able to conference one-on-one with the teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please feel free to add any additional comments regarding your engagement in classroom activities.

Appendix B

Student Behavior Checklist

Week of: _____ Class: _____

Teacher: _____

| | | | |
|---------------------------------------|---|--------------------------------|-------------------------------------|
| Talking with other students | Refusing to participate | Choosing not to do work | Coming to class unprepared |
| Asking for pass to leave class | Playing games on or using electronic devices | Getting out of seat | Doing work for other classes |
| Engage in personal interests | Blurting out | Throwing things | Writing/Passing notes |
| Asking unrelated questions | Other: | Other: | Other: |

Appendix C

Faculty Questionnaire

Please respond to the following questions. If you need additional space, you may continue your answers on the back.

- 1) Which of the following student behaviors did you see during classroom activities last academic year? Please check the **5 behaviors you most frequently observed**. Feel free to write in behaviors that are not included below.

| Behavior | ✓ |
|--|---|
| Talking with other students | |
| Refusing to participate | |
| Choosing not to do work | |
| Coming to class unprepared | |
| Asking for pass to leave class | |
| Playing games on or using electronic devices (i.e., calculators, phones, PSP, MP3s, iPods, etc.) | |
| Getting out of seat without permission | |
| Doing work for other classes | |
| Engaging in personal interests (i.e., journals, drawing, reading, etc.) | |
| Blurting out | |
| Throwing things | |
| Writing/Passing notes | |
| Asking questions unrelated to course material/activity | |
| Other : | |
| Other: | |

- 2) Explain how or if student disengagement related to classroom activities is a problem in your classroom.
- 3) Did any strategies that you implemented last academic year have an observable effect on student engagement? If so, explain each of those strategies and the degree to which each strategy increased student engagement.
- 4) Please feel free to add any additional comments related to student engagement in classroom activities.

Appendix D

Goals Portfolio Assignment

Goals Portfolio

A major component of your first semester work in this course is your Goals Portfolio. Remember the lesson on setting effective goals? Below are the details, requirements, and format of the goals portfolio.

Requirements

- Must have a 3-ring binder to serve as the portfolio
- Create/Decorate a cover for the binder. You have complete freedom here—simply make it school appropriate. You must include your name and "goals portfolio" for identification purposes
- Must complete the cover sheet for each goal. You will set one learning goal every 2 weeks (4 total)
- Prepare for and take notes during each goal conference with the teacher
- Collect 3-5 artifacts that showcase your effort toward achieving your goal and/or your actual achievement of the goal.
- Include a one-paragraph explanation of why you chose each artifact
- Write at a least a one-paragraph reflection per goal in which you describe the process of setting the goal, working toward it, and the outcome



GOAL SETTING—Some Basics

"The tragedy of life doesn't lie in not reaching your goals. The tragedy lies in having no goals to reach."

-Benjamin Mays

- 1) Put the above quote into your own words
- 2) Provide an example from real life (school, your personal life, the media, etc.) that matches your interpretation

Guidelines for Effective Goal Setting

- ◆ **Positive Statement:** Express your goals positively. 'Execute this technique well' is a much better goal than 'Don't make this stupid mistake'
- ◆ **Be Precise:** Set a precise goal, putting in dates, times, and amounts so that achievement can be measured
- ◆ **Set Priorities:** When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by too many goals and helps to direct your attention to the most important ones
- ◆ **Write Goals Down:** This helps to avoid confusion and give the goals more force
- ◆ **Keep Goals Small:** If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward. Think a goal through
- ◆ **Focus on Skills/Knowledge:** Base goals on skills or knowledge to be acquired; then, you can keep control over the achievement of your goals and draw satisfaction from them
- ◆ **Right Level:** Set goals so that they are slightly out of your immediate grasp, but not so far that there is no hope of achieving them. No one will put serious effort into achieving a goal that they believe is unrealistic

Thinking a Goal Through: Ask yourself the following questions

- ◆ Is the goal realistic?
- ◆ What is the time frame for this goal?
- ◆ How am I going to measure it? How will I know that I have met my goal?
- ◆ What skills do I need to achieve this?
- ◆ What information and knowledge do I need?
- ◆ What help, assistance, or collaboration do I need?
- ◆ What resources do I need?
- ◆ What can block progress? How will I handle this?

Some examples

- 1) For one week, I will focus on each lesson during class and review my notes daily for at least 5 minutes. I will rewrite notes to help learning. I will know I am successful when I am not lost from day to day in class and have an understanding of what I did yesterday with what I am learning today. I will evaluate the process after one week and either continue, revise, or try something new.
- 2) For two weeks, I will concentrate during class by taking notes and listening to my teacher and classmates. When I do not understand something or missed a piece of information, I will raise my hand and ask my teacher for assistance. I will review my notes and seek help from my classmates or the teacher after class if I am confused. I will know I am successful when I understand what I am learning in class and begin to participate for in class. I will evaluate the process after two weeks and either continue, revise, or try something new.

Cover Sheet for Goal _____

Name: _____

Date: _____

Goal: _____

Answer the following questions about your goal:

- a) Is this goal realistic? Explain.
- b) What is the time frame for this goal?
- c) How am I going to measure it? How will I know I have met my goal?
- d) What skills do I need to achieve this?
- e) What information and knowledge do I need?
- f) What help, assistance, or collaboration do I need?
- g) What resources do I need?
- h) What can block progress? How will I handle this?

Goals Conference Notes: Summarize the major points from your conference with the teacher. Include any directions or suggestions the teacher makes.

List Artifacts in order of placement

- 1)
- 2)
- 3)
- 4)
- 5)

Explain why you chose artifact #1: _____.

Explain why you chose artifact #2: _____.

Explain why you chose artifact #3: _____.

Explain why you chose artifact #4: _____.

Explain why you chose artifact #5: _____.

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

Portfolio Grade Sheet

Portfolio Cover Sheet _____ /12

Goal #1 Cover Sheet _____ /8
Artifact 1 _____ /2
Artifact 2 _____ /2
Artifact 3 _____ /2
Reflection for Artifact 1 _____ /2
Reflection for Artifact 2 _____ /2
Reflection for Artifact 3 _____ /2
Final Reflection for Goal #1 _____ /2

Goal #2 Cover Sheet _____ /8
Artifact 1 _____ /2
Artifact 2 _____ /2
Artifact 3 _____ /2
Reflection for Artifact 1 _____ /2
Reflection for Artifact 2 _____ /2
Reflection for Artifact 3 _____ /2
Final Reflection for Goal #2 _____ /2

Goal #3 Cover Sheet _____ /8
Artifact 1 _____ /2
Artifact 2 _____ /2
Artifact 3 _____ /2
Reflection for Artifact 1 _____ /2
Reflection for Artifact 2 _____ /2
Reflection for Artifact 3 _____ /2
Final Reflection for Goal #3 _____ /2

Goal #4 Cover Sheet _____ /8
Artifact 1 _____ /2
Artifact 2 _____ /2
Artifact 3 _____ /2
Reflection for Artifact 1 _____ /2
Reflection for Artifact 2 _____ /2
Reflection for Artifact 3 _____ /2
Final Reflection for Goal #4 _____ /2

Total _____ /100

Goals Portfolio Rubric

Teacher Name: _____

Student Name: _____

| CATEGORY | 3 | 4 | 5 |
|--|---|---|--|
| Number of Artifacts x2 _____/10 | Includes 1 artifact per goal | Includes 2 artifacts per goal | Includes 3-5 artifacts per goal |
| Artifact Introduction x2 _____/10 | Includes at least one paragraph for 4-7 artifacts. Tells why each was chosen | Includes at least one paragraph for 8-11 artifacts. Tells why each was chosen | Includes at least one paragraph for 12-15 artifacts. Tells why each was chosen |
| Goal Setting Questions x6 _____/30 | Answers 1-4 questions for each goal | Answers 5-7 questions for each goal | Answers all 8 questions for each goal |
| Reflections x8 _____/40 | At least 1 paragraph, but does not address 2 of the following: process, work toward, or achievement status | At least 1 paragraph, but does not address 1 of the following: process, work toward, or achievement status | At least 1 paragraph and addresses process, work toward, and achievement status |
| Format x2 _____/10 | Missing 3-4 format requirements | Missing 1-2 format requirements | *Name & goals portfolio appear on cover *TNR, 12-point font *1" margins *In a 3-ring binder *Each goal has a properly formatted cover sheet |
| TOTAL: /100 | | | |

Appendix E

Teacher Researcher A's Real-World Project 1

Real-World Project 1
"Cubs vs. Sox"

Name: _____ Date: _____







Did you work together with anyone on this project? ____

If so, who did you work with? _____

Directions: Choose 3 out of the 4 questions to complete.
Feel free to do all 4 questions if you want to. You must show
all of your work!

This project is worth **50 points** toward your "In-Class Work"
grade.

Batting Statistics:

| Photograph | Player | AB | H | 2B | 3B | HR | AVG | SLG |
|---|-----------------|-----|---|----|----|----|------|------|
|  | Derrek Lee | 561 | | 42 | 1 | 21 | .317 | .501 |
|  | Aramis Ramirez | 500 | | 35 | 4 | 26 | .312 | .554 |
|  | Alfonso Soriano | 576 | | 41 | 5 | 32 | .295 | .550 |
|  | Jim Thome | 425 | | 19 | 0 | 33 | .273 | .551 |
|  | Paul Konerko | 543 | | 34 | 0 | 30 | .258 | .486 |
|  | Jermaine Dye | 498 | | 33 | 0 | 28 | .251 | .486 |

Pitching Statistics:

| Photograph | Player | W | L | BB | K | ER | ERA | IP |
|---|-----------------|----|----|-----|-----|----|------|-------|
|  | Carlos Zambrano | 17 | 13 | 100 | 173 | | 4.08 | 209.1 |
|  | Rich Hill | 10 | 8 | 62 | 179 | | 4.05 | 189.0 |
|  | Ted Lilly | 15 | 8 | 55 | 173 | | 3.86 | 205.0 |
|  | Javier Vazquez | 14 | 8 | 49 | 204 | | 3.79 | 209.0 |
|  | Jose Contreras | 10 | 16 | 61 | 111 | | 5.52 | 182.2 |
|  | Mark Buehrle | 10 | 9 | 45 | 115 | | 3.63 | 201.0 |

Batting

1. To calculate a batter's Slugging Percentage (SLG), you multiply his number of singles (1B) by 1, his doubles (2B) by 2, his triples (3B) by 3, and his home runs (HR) by 4 in order to find the total number of bases. Then you divide this total by the number of official at bats. (Official at bats do not count walks, being hit by the pitcher, or sacrifices.)

$$SLG = \frac{1(1B) + 2(2B) + 3(3B) + 4(HR)}{AB}$$

- a. Choose one of the batters from the Sox and one from the Cubs. What are their slugging percentages?

Cubs Batter: _____ SLG: _____

Sox Batter: _____ SLG: _____

Notice that the number of singles for each batter is missing from the statistics. You can use the Slugging Percentage formula to figure out how many singles each of the players you chose had this season.

- b. Plug all of the information you know about your Sox player into the Slugging Percentage formula from above. Then solve for (1B) to find out how many singles your Sox player had this season.
- c. Plug all of the information you know about your Cubs player into the Slugging Percentage formula from above. Then solve for (1B) to find out how many singles your Cubs player had this season.
- d. Which one of your players had more singles this season?

To calculate a player's batting average (AVG), you divide the number of hits (H) by the number of at bats (AB).

$$\text{AVG} = \frac{H}{AB}$$

- e. Choose your favorite player, and find their batting average and at bats.

Player: _____ AVG: _____ AB: _____

- f. Plug this information into the Batting Average formula, and solve for H to find the number of hits your player had this season.

Attendance:

- 2. Who do you think has more fans, the Cubs or the Sox? According to the MLB Attendance Report- 2007, Cubs attendance for home games averaged 97.7% of the seating capacity of Wrigley Field. Sox attendance for home games averaged 81.6% of the seating capacity of U.S. Cellular Field.**
- a. Wrigley Field can hold up to 41,160 fans. Use the percent equation $(a = p/100 \cdot b)$ to find out the average number of fans that attended Cubs home games this season. (Hint: What is 97.7% of 41,160?)

 - b. U.S. Cellular Field can hold up to 40,615 fans. Use the percent equation $(a = p/100 \cdot b)$ to find out the average number of fans that attended Sox home games this season. (Hint: What is 81.6% of 40,615?)

 - c. So, who has more fans?

 - d. Do you agree or disagree? Why?

Pitchers:**3. How long do you think batters have to react to a pitcher's fastball?**

- a. Pick your favorite pitcher from the Cubs or the Sox. How fast do you think his fastball is? _____ miles per hour

To find out how long the batter has to swing at your pitcher's fastball, you have to change the units of *miles and hours* into *feet and seconds*. You can do this using unit analysis.

- b. Convert _____ miles (from your answer to part a) into feet using unit analysis.
- c. Convert 1 hour into seconds using unit analysis.
- d. Now find the unit rate of your answers from parts b and c. This is your pitcher's fastball speed in feet per second.
- e. The distance from the pitching mound to home plate is 60.5 feet. Plug this information, as well as your answer to part d, into the distance formula ($D=rt$). Solve your equation for t to find out how many seconds batters have to swing at your pitcher's fastball.

Do you think you would be able to hit your pitcher's fastball??

Pitchers:

4. To calculate a pitcher's Earned Run Average (ERA). You divide the number of earned runs (which don't include runs scored from errors) by the number of innings pitched (IP). Then you multiply that answer by 9 (the number of innings in a full baseball game).

$$\text{ERA} = 9 \cdot \frac{\text{ER}}{\text{IP}}$$

- a. Choose your favorite pitcher, and find his ERA and IP.

Pitcher: _____ ERA: _____ IP: _____

- b. Plug this information into the ERA formula. Solve your equation for ER to find out how many earned runs your pitcher gave up this season.

- c. Now choose a pitcher from the rival team, and find his ERA and IP.

Pitcher: _____ ERA: _____ IP: _____

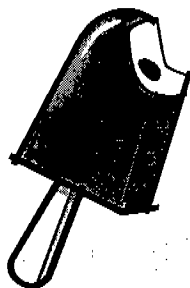
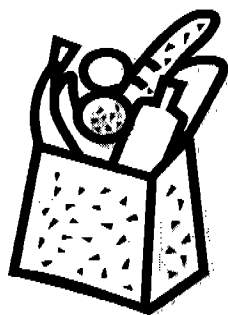
- d. Solve the ERA formula for ER to find out how many earned runs this rival pitcher gave up this season.

- e. Who gave up more earned runs?

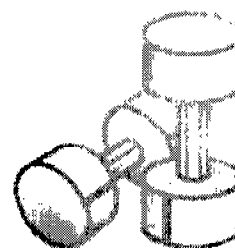
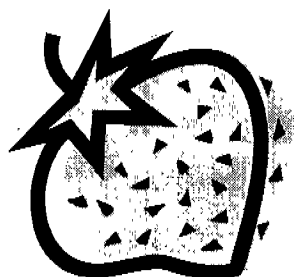
- f. Which statistic should you look at to decide which pitcher is better, ERA or ER? Why?

Appendix F

Teacher Researcher A's Real-World Project 2



Real-World Project #2



Counting Calories



2. You went **over** your recommended number of calories. Let's see what would happen if you were to continue eating the same amount of food every day...

Did you know?? For every 3500 excess calories you take in, you gain about 1 pound.

- a) How many calories did you go over yesterday? _____
- b) In one month, how many excess calories will you have had? _____

$$30 \times (\text{the amount you went over yesterday}) = ?$$

- c) So, how many pounds would you gain in a month? _____

Just divide your answer by 3500. Round to the nearest hundredth.

- d) Write an equation to represent your weight gain in future months. Follow the model below.

$$\text{Weight} = (\text{your answer to c}) \times + (\text{your current weight})$$

$$W = \text{_____} \times + \text{_____}$$

- e) What is the slope of your equation? _____ Y-intercept? _____
- f) Now graph your equation below. Label the y-axis appropriately. First complete the table to help you.

| Month x | Weight y |
|------------|-------------|
| 0 | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

- g) So, how many pounds would you gain in a year? _____

3. You were **under** your recommended number of calories. Let's see what would happen if you were to continue eating the same amount of food every day...

Did you know?? For every 3500 calories you are under, you lose about 1 pound.

- a) How many calories were you under yesterday? _____
- b) In one month, how many total calories will you be under? _____

$$30 \times (\text{the amount you were under yesterday}) = ?$$

- c) So, how many pounds would you lose in a month? _____

Just divide your answer by 3500. Round to the nearest hundredth.

- d) Write an equation to represent your weight loss in future months. Follow the model below.

$$\text{Weight} = - (\text{your answer to c}) x + (\text{your current weight})$$

$$W = - \underline{\hspace{1cm}} x + \underline{\hspace{1cm}}$$

- e) What is the **slope** of your equation? _____ **y-intercept**? _____
- d) Now graph your equation below. Label the y-axis appropriately. First complete the table to help you.

| Month x | Weight y |
|------------|-------------|
| 0 | |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

- g) So, how many pounds would you lose in a year? _____

4. Go back to <http://www.RevolutionHealth.com/toolkit/> and click on "Lose 1 Pound".

- a) Choose 2 different activities and see how long you would have to do them to lose 1 pound.

Activity 1: _____ Time: _____

Activity 2: _____ Time: _____

- b) Write a direct variation equation to show how the Time (t) relates to the amount of Weight (W) you want lose.

Activity 1: $T = \underline{\hspace{2cm}} W$

Activity 2: $T = \underline{\hspace{2cm}} W$

Time you have to do Activity 1 = (time to lose 1 pound) \times Weight you want to lose

- c) Use your equations from above to figure out how long you would have to do your activities to lose _____ pounds (*you fill in the number*). Show your work! (Hint: Just plug in your number for W.)

Activity 1:

Activity 2:

- d) Now convert your answers to hours. Show your work.

Activity 1:

Activity 2:

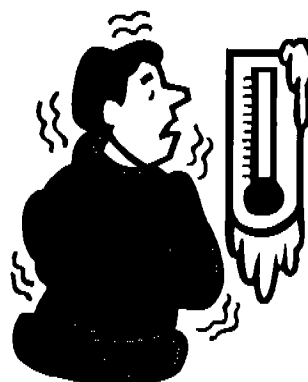
- e) If you exercise for 30 minutes every day, how many days will it take you to lose the weight? Show work.

Activity 1:

Activity 2:

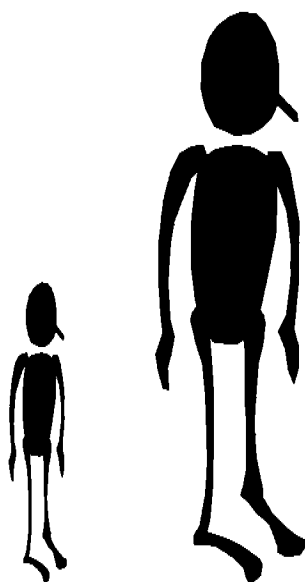
Appendix G

Teacher Researcher A's Real-World Project 3



Real World Project #3

Inequalities



Name: _____ Date: _____

1. Go to the following website:

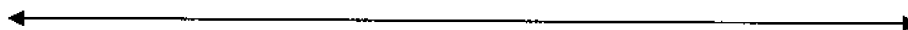
<http://www.infoplease.com/ipa/A0001375.html>

- a. Find out the highest temperature ever recorded in U.S. history (in degrees Fahrenheit).

Highest temperature: _____

- b. Write an inequality that represents all OTHER temperatures t ever recorded in U.S. history.

- c. Graph your inequality.



- d. Write a verbal sentence for your inequality.
Begin it with “ t is...”.

- e. Now click on the link below the table (“Lowest Recorded Temperatures”) to find the lowest temperature ever recorded in U.S. history.

Lowest temperature: _____

- f. Write a compound inequality that represents ALL of the temperatures t ever recorded in U.S. history.

2. Go to the following website:

<http://www.guinnessworldrecords.com/2007/default.aspx>

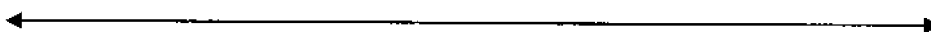
- a. Look up a world record about people. Make sure you can find BOTH extremes (ex: tallest *and* shortest person, biggest *and* smallest feet, etc.). Write your findings below.

Statement 1 (lowest #): _____

Statement 2 (highest #): _____

- b. Write a compound inequality with “or” that shows the numbers x that people would need to have/be to get the new world record.

- c. Graph your inequality.



- d. Write a verbal sentence to represent your inequality. Begin it with “ x is....”.

3. Look at the 4 different properties on the next 2 pages (2 apartments and 2 houses).

- a. Which of the 4 would you most like to have in 10 years? What is the monthly rent/mortgage payment?

Property: _____; \$ _____

Experts say that you should spend no more than 35% of your annual salary S on rent/mortgage payments. The following inequality represents this situation:

$$0.35 S \geq (\text{monthly payment}) \cdot 12$$

- b. Put the monthly payment for your favorite property into the inequality above, and write the completed inequality here:

- c. Now solve your inequality for S . Show your work.

- d. What does your solution tell you about your salary and monthly rent/mortgage payment?

- e. Now go to this website: <http://www.payscale.com/index/US/Job>

Find a job that has a salary high enough for you to afford the monthly rent/mortgage payments on your favorite property.

Job: _____ Salary: \$ _____

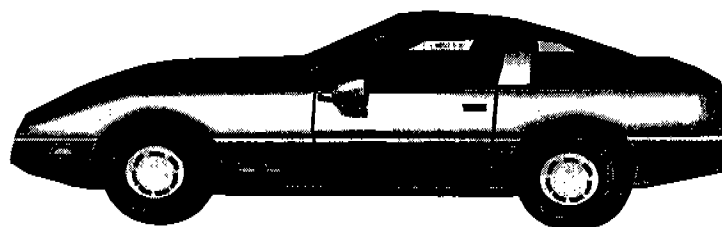
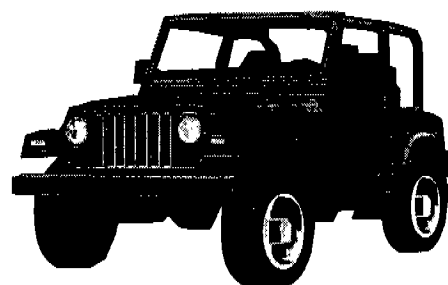
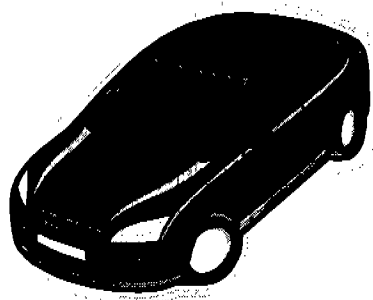
Appendix H

Teacher Researcher A's Real-World Project 4



Real-World Project #4

Solving Linear Systems



Basketball

Go to the following website: <http://www.nba.com/>

1. Click on "Team", and choose one of the teams from the dropdown menu. When you get to your team's website, click on "Team" again, and choose "Statistics" from the dropdown menu. Now click on a player of your choice. Finally, click on "Career Stats and Totals".

- a. In the first table entitled "Career Season Averages", the last column is labeled "PPG" (Points Per Game). Write down your player's average points per game for the '05-'06 season and for the '06-'07 season.

Player: _____

Average PPG for '05-'06 Season: _____

Average PPG for '06-'07 Season: _____

- b. Did your player get better or worse? By how many points?

_____ by _____ points

- c. Now choose a second player from any team, and find the same 2 statistics as you did for your first player. HOWEVER, you must follow a couple of rules when choosing this second player...

- If your first player got better, then you must choose a second player that got worse but that had a higher average PPG than your first player.
- If your first player got worse, then you must choose a second player that got better but that had a lower average PPG than your first player.

Player #2: _____

Average PPG for '05-'06 Season: _____

Average PPG for '06-'07 Season: _____

- d. Did your player #2 get better or worse? By how many points?

_____ by _____ points

- e. Let's assume that each player's average points per game continue to go up or down by the same amount every season from now on. Follow the model below to write an equation to represent each of your players. If your player got better, the slope should be positive. If your player got worse, the slope should be negative.

$y = (\text{Number of points their average went up or down})x + (\text{Number of points they scored in '05-'06 season})$

Equation for Player #1: _____

Equation for Player #2: _____

- f. Use one of the 3 methods you learned in class (Graphing, Substitution, or Linear Combinations) to solve your system of linear equations from part e. You must show ALL of your work.

- g. How many seasons will it take for your two players to have the same average points per game?

Buying a New Car

Go to the following website: <http://autos.yahoo.com/>

2. Choose a new car (make, model, and year) that you would buy right now if you had the money. Then press the "Go" button.
 - a. Choose the specific package that you would get, and find the Estimated Market Price.

Make: _____ Model: _____ Year: _____

Package Description: _____

Estimated Market Price: \$ _____

Now go to the following website: <http://www.car.com/>

Go down to "Car Financing" and click on "Car Loan Calculator". On the **left**, you will need to fill in the required information. I gave you some of the numbers below. You have to fill in the rest on your own. **For your first financing plan**, choose a low (or no) down payment and a shorter term for the loan. **For your second financing plan**, choose a higher down payment and a longer term for the loan. Click on the "Calculate" button when you're ready.

- b. Fill in all of the information below for your two financing plans.

Financing Plan #1

Retail Price: _____

Available Rebates: 0

Down Payment: _____

Sales Tax: 7.5%

Interest Rate: 6.8%

Term (Months): _____

Monthly Payment: _____

Financing Plan #2

Retail Price: _____

Available Rebates: 0

Down Payment: _____

Sales Tax: 7.5%

Interest Rate: 6.8%

Term (Months) : _____

Monthly Payment: _____

- c. Follow the model below to write an equation to represent each of your financing plans.

$$y = (\text{Monthly Payment}) x + (\text{Down Payment})$$

Equation for Plan #1: _____

Equation for Plan #2: _____

- d. Use one of the 3 methods you learned in class (Graphing, Substitution, or Linear Combinations) to solve your system of linear equations from part c. You must show ALL of your work, and you must use a DIFFERENT method than you used in #1.

- e. After how many months would you have paid the same amount of money towards your car no matter which of your financing plans you chose?

EXTRA CREDIT:

How much money would you actually end up paying for your car if you were to use the financing plans you came up with? You must show ALL work.

Plan #1: _____

Plan #2: _____

Appendix I

Teacher Researcher B's Real-World Project I

This Boy's Life
Real-World Project #1

After reading *TBL* pages 3-84, you will choose one of the following projects to complete. Regardless of which project you choose, your **PURPOSES** are as follows:

- PURPOSES:** a) Convey chosen character's true feelings about his/her experiences and challenges
b) Display your understanding of the literal and symbolic meaning of the selected text

MANDATORY REQUIREMENTS

- Choose either Toby (Jack) or Rosemary (Toby's mother)
- Choose a **FOCUS**:
 - Toby's dealing with his parents' divorce
 - Search of Identity (think about Toby's relationship with his father, character's actions, behaviors, and/or attitude)
 - Toby's relationship with his mother
 - Rosemary's experiences with men
 - Toby's home life
 - Means of escape
- Write at least **2** paragraphs in which you explain how your project fits your chosen **FOCUS** and the **PURPOSES** above. In this writing, conventions will be assessed.

PROJECT CHOICES—Choose ONE

- **Text Messages/Instant Messages**
 - Provide detailed print out of text or instant messages between your chosen character and you
 - Your role is a FRIEND who is helping your chosen character
 - Content of messages must relate to your chosen **FOCUS**
 - Minimum of **20** text/instant message exchanges
 - Contemporary language, including slang is acceptable (keep school appropriate). Conventions do not apply.
 - For Instant Messages, make sure you give your chosen character an appropriate screen name based on the **PURPOSES** above.
- **Cartoon/Drawing/Anime**
 - Images and text must be appropriate for your chosen **FOCUS** and the **PURPOSES** above
 - Cartoon/Anime must have at least **10** frames

- Drawing must be in color
- Drawing must be on at least 10"x17" paper
- **Lyrics/Song**
 - Must have a title that is appropriate for your chosen **FOCUS** and the **PURPOSES** above
 - Must be at least **32** lines—this **DOES NOT** include the Chorus
 - Contemporary language, including slang is acceptable (keep school appropriate). Conventions do not apply.
- **iPod/iTunes Library**
 - Select at least **10** professionally recorded songs that would appear on your chosen character's Ipod
 - Make sure your written explanation explains how each song choice fits your chosen **FOCUS** and the **PURPOSES** above
- **Pitch Mr. your own project idea. Be sure to match the rigor of the above projects.**

RUBRIC

| CATEGORY | 2 | 3 | 4 |
|---|---|--------------------------------------|---|
| Requirements X2 ____/8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 ____/24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • Deals with more than just plot details • Conveys the chosen character's feelings • Displays understanding of symbolic and literal meanings • Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation-Conventions X2 ____/8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • No major conventions errors • No spelling errors • At least 2 paragraphs • Typed, 12-point Times New Roman |

Appendix J

Teacher Researcher B's Real-World Project 2

This Boy's Life
Real-World Project #2

After reading *TBL* pages **85-154**, you will choose one of the following projects to complete. Regardless of which project you choose, your **PURPOSES** are as follows:

- PURPOSES:**
- a) Convey chosen character's true feelings about his/her experiences and challenges
 - b) Display your understanding of the literal and symbolic meanings of the selected text

MANDATORY REQUIREMENTS

- Choose Jack, Rosemary, Dwight, Skipper, Arthur, or Norma
- Choose a **FOCUS**:
 - Search for Identity
 - Jack's relationship with his mother
 - Rosemary's experiences with men
 - Dwight's character
 - Escape
 - Effects of abuse
 - Friendship
 - **Propose a FOCUS to Mr.**
- Write at least **2** paragraphs in which you explain how your project fits your chosen **FOCUS** and the **PURPOSES** above. In this writing, conventions will be assessed.

PROJECT CHOICES—Choose ONE

- **Text Messages/Instant Messages**
 - Provide a detailed print out of text or instant messages between you and your chosen character
 - Your role is a FRIEND who is helping your chosen character
 - Content of messages must relate to your chosen **FOCUS**
 - Minimum of **10** text/instant message exchanges (20 total)
 - Contemporary language, including slang is acceptable (keep school appropriate). Conventions do not apply.
 - For Instant Messages, make sure you give your chosen character an appropriate screen name based on the **PURPOSES** above.
- **Cartoon/Drawing/Anime**
 - Images and text must be appropriate for your chosen **FOCUS** and the **PURPOSES** above

- Images should express the symbolic meaning of the text
- Cartoon/Anime must have at least **12** frames
- Drawing must be in color and on at least 10"x17" paper
- **Lyrics/Song**
 - Must have a title that is appropriate for your chosen **FOCUS** and the **PURPOSES** above
 - Must be at least **28** lines—this **DOES NOT** include the Chorus
 - Contemporary language, including slang is acceptable (keep school appropriate). Conventions do not apply.
- **iPod/iTunes Library**
 - Select at least **12** professionally recorded songs that would appear on your chosen character's Ipod
 - Make sure your written explanation explains what each song is about and how each song choice fits your chosen **FOCUS** and the **PURPOSES** above
- **Pitch Mr. your own project idea. Be sure to match the rigor of the above projects.**

RUBRIC

| CATEGORY | 2 | 3 | 4 |
|--|--|---|---|
| Requirements X2 ____/8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 ____/24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • Deals with more than just plot details • Conveys the chosen character's feelings • Displays understanding of symbolic and literal meanings • Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation-Conventions X2 ____/8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • No major conventions errors • No spelling errors • At least 2 paragraphs • Typed, 12-pt. TNR |

Appendix K

Teacher Researcher B's Real-World Project 3

This Boy's Life
Real-World Project #3

After reading *This Boy's Life*, you must create a project to complete. Regardless of the project you create, your **PURPOSES** are as follows:

- PURPOSES:** a) Convey chosen character's true feelings about his/her experiences and challenges
b) Display your understanding of the literal and symbolic meanings of the selected text

MANDATORY REQUIREMENTS

- Choose **ANY** character from the memoir
- Choose a **FOCUS** (think about themes, characterization, symbols, etc. when choosing a focus)
- Write at least **2** paragraphs in which you explain how your project fits your chosen **FOCUS** and the **PURPOSES** above. In this writing, conventions will be assessed.

| CATEGORY | 2 | 3 | 4 |
|---|---|--------------------------------------|---|
| Requirements X2 ____/8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 ____/24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • Deals with more than just plot details • Conveys the chosen character's feelings • Displays understanding of symbolic and literal meanings • Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation-Conventions X2 ____/8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • No major conventions errors • No spelling errors • At least 2 paragraphs • Typed, 12-point TNR |

Appendix L

Teacher Researcher B's Real-World Project 4

This Boy's Life
Real-World Project #4

After reading *This Boy's Life*, you must create a project to complete. Regardless of the project you create, your **PURPOSES** are as follows:

- PURPOSES:** a) Convey chosen character's true feelings about his/her experiences and challenges
b) Display your understanding of the literal and symbolic meanings of the selected text

MANDATORY REQUIREMENTS

- Choose **ANY** character from the memoir
- Choose a **FOCUS** (think about themes, characterization, symbols, etc. when choosing a focus)
- Write at least **2** paragraphs in which you explain how your project fits your chosen **FOCUS** and the **PURPOSES** above. In this writing, conventions will be assessed.

| CATEGORY | 2 | 3 | 4 |
|--|---|--------------------------------------|---|
| Requirements X2 ____/8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 ____/24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • Deals with more than just plot details • Conveys the chosen character's feelings • Displays understanding of symbolic and literal meanings • Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation- Conventions X2 ____/8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> • No major conventions errors • No spelling errors • At least 2 paragraphs • Typed, 12-point TNR |

Appendix M

Student Samples

Sophomore English—

1st goal

Cover Sheet for Goal _____

Name:

Date: 10/3/07

Goal: maintain an A for this class!!!!!!
this week

Answer the following questions about your goal:

- a) Is this goal realistic? Explain. Yes.
- b) What is the time frame for this goal? 1st semester
- c) How am I going to measure it? How will I know I have met my goal? I will check my grades online
- d) What skills do I need to achieve this? pay attention
- e) What information and knowledge do I need? English knowledge...
- f) What help, assistance, or collaboration do I need? Help from Mr. Bramley I suppose.
- g) What resources do I need?
- h) What can block progress? How will I handle this? I can only block my progress...

Goals Conference Notes: Summarize the major points from your conference with Mr.
 Include any directions or suggestions
 makes.

Find 3rd Artifact - stamp sheet and grade report
Quiz on Monday - last artifact

List Artifacts in order of placement

- 1) Grade sheet
- 2) quizzes, tests?
- 3) stamp sheet
- 4)
- 5)

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

see separate sheet

Period 6
12/19/07

Reflection: Goal 1

The first goal I set for myself was to maintain an A in the class for the week of October 3rd. The process I went through to achieve this goal simply meant to be motivated. I turned in all my work, kept up with reading *This Boy's Life*, and studied for the quiz when it came. I got all my stamps, which led to me getting a perfect 45/45 on my stamp sheet. Working toward this goal wasn't specifically hard for me, mostly because I've had an A all semester. Nonetheless, I feel I achieved this goal. It was nice to set limits for myself, so I don't set my priorities too high (or too low, for that matter) and so I can reflect on how I'm doing and how I achieved the things that I do.

CLASS:

06-SO ENG 32

TEACHER:

ASSIGNMENTS

| NO. | DESCRIPTION | DUE DATE | CATEGORY | GRADE | MAX | LETTER |
|-------------------|--------------------------------|------------|----------|-------|-----|--------|
| 1 | Soundtrack of My Life | 2007-08-31 | Q1 | 20 | 20 | A |
| 2 | EC Markers/Crayons/Colored Pen | 2007-09-04 | Q1 | 2 | 0 | EC |
| 3 | EC Tissue | 2007-09-04 | Q1 | 2 | 0 | EC |
| 4 | Vocab Ch.2 Visuals | 2007-09-04 | Q1 | 18 | 20 | A |
| 5 | Vocab Ch. 2 Exercises | 2007-09-05 | Q1 | 10 | 10 | A |
| 6 | EC Reading Hour 9.7.07 | 2007-09-07 | Q1 | 2 | 0 | EC |
| 7 | Vocab Quiz Using Context | 2007-09-10 | Q1 | 18 | 20 | A |
| 8 | Monkey's Paw Reading and Notes | 2007-09-18 | Q1 | 14 | 16 | B |
| 9 | TAKE TWO Monkey's Paw Reading | 2007-09-19 | Q1 | 16 | 16 | A |
| 10 | Monkey's Paw Discussion Questi | 2007-09-19 | Q1 | 16 | 17 | A |
| 11 | Monkey's Paw Contextual Vocab | 2007-09-19 | Q1 | 10 | 10 | A |
| 12 | Identity Story | 2007-09-20 | Q1 | 10 | 10 | A |
| 13 | EC Reading Hour 9.28.07 | 2007-09-28 | Q1 | 2 | 0 | EC |
| 14 | TBL Chs. 1-4 Reading Quiz | 2007-09-26 | Q1 | 14 | 16 | B |
| 15 | TBL Chs. 5-6 Vocab Exercise | 2007-09-28 | Q1 | 10 | 10 | A |
| 16 | TBL Chs. 5-6 Vocab Quiz | 2007-10-01 | Q1 | 10 | 10 | A |
| 17 | TBL Real-World Project 1 | 2007-10-09 | Q1 | 30 | 40 | C |
| 2007-10-15 | | | | | | |
| 19 | EC Poetry Slam Trek | 2007-10-17 | Q1 | 5 | 0 | EC |
| 20 | TBL 215-233 Reading Quiz | 2007-10-30 | Q1 | 15 | 16 | A |
| 21 | Field Trip Journal | 2007-11-01 | Q1 | 8 | 10 | B |
| 22 | 1st Quarter STAMP SHEET | 2007-11-01 | Q1 | 45 | 45 | A |
| 23 | EC Unused Washroom Passes | 2007-11-01 | Q1 | 2 | 0 | EC |
| 24 | EC Unused Bonus Cards | 2007-11-01 | Q1 | 3 | 0 | EC |
| 25 | TBL Real World Project 2 | 2007-10-22 | Q1 | 39 | 40 | A |
| 26 | EC Variety Show | 2007-11-02 | Q1 | 5 | 0 | EC |
| 27 | TBL Did you read? | 2007-11-02 | Q1 | 20 | 20 | A |

| CATEGORY | WEIGHT | POINTS/MAX PTS. | PERCENT | LETTER |
|--------------|--------|-----------------|---------|--------|
| Total Points | 1 | 359 / 368 | 359% | A |
| Q1 | 0 | 359 / 368 | 359% | A |
| FINAL GRADE: | | | 98% | A |

COMMENTS:

Parent/Guardian _____ Date _____

12/20/2007

CLASS:

06-SO ENG 32

TEACHER:

ASSIGNMENTS

| NO. | DESCRIPTION | DUE DATE | CATEGORY | GRADE | MAX | LETTER |
|-------|--------------------------------|------------|----------|-------|-----|--------|
| 1 | Soundtrack of My Life | 2007-08-31 | Q1 | 20 | 20 | A |
| 2 | EC Markers/Crayons/Colored Pen | 2007-09-04 | Q1 | Z | 0 | EC |
| 3 | EC Tissue | 2007-09-04 | Q1 | Z | 0 | EC |
| 4 | Vocab Ch.2 Visuals | 2007-09-04 | Q1 | 18 | 20 | A |
| 5 | Vocab Ch. 2 Exercises | 2007-09-05 | Q1 | 10 | 10 | A |
| 6 | EC Reading Hour 9.7.07 | 2007-09-07 | Q1 | Z | 0 | EC |
| 7 | Vocab Quiz Using Context | 2007-09-10 | Q1 | 18 | 20 | A |
| 8 | Monkey's Paw Reading and Notes | 2007-09-18 | Q1 | 14 | 16 | B |
| 9 | TAKE TWO Monkey's Paw Reading | 2007-09-19 | Q1 | 16 | 16 | A |
| 10 | Monkey's Paw Discussion Questi | 2007-09-19 | Q1 | 16 | 17 | A |
| 11 | Monkey's Paw Contextual Vocab | 2007-09-19 | Q1 | 10 | 10 | A |
| 12 | Identity Story | 2007-09-20 | Q1 | 10 | 10 | A |
| 13 | EC Reading Hour 9.28.07 | 2007-09-28 | Q1 | Z | 0 | EC |
| 14 | TBL Chs. 1-4 Reading Quiz | 2007-09-26 | Q1 | 14 | 16 | B |
| 15 | TBL Chs. 5-6 Vocab Exercise | 2007-09-28 | Q1 | 10 | 10 | A |
| 16 | TBL Chs. 5-6 Vocab Quiz | 2007-10-01 | Q1 | 10 | 10 | A |
| 17 | TBL Real-World Project 1 | 2007-10-09 | Q1 | 30 | 40 | C |
| 18 | TBL 85-154 Reading & Notes Qui | 2007-10-15 | Q1 | 21 | 22 | A |
| 19 | EC Poetry Slam Trek | 2007-10-17 | Q1 | 5 | 0 | EC |
| 20 | TBL 215-233 Reading Quiz | 2007-10-30 | Q1 | 15 | 16 | A |
| 21 | Field Trip Journal | 2007-11-01 | Q1 | 8 | 10 | B |
| <hr/> | | | | | | |
| 23 | EC Unused Washroom Passes | 2007-11-01 | Q1 | 2 | 0 | EC |
| 24 | EC Unused Bonus Cards | 2007-11-01 | Q1 | 3 | 0 | EC |
| 25 | TBL Real World Project 2 | 2007-10-22 | Q1 | 39 | 40 | A |
| 26 | EC Variety Show | 2007-11-02 | Q1 | 5 | 0 | EC |
| 27 | TBL Did you read? | 2007-11-02 | Q1 | 20 | 20 | A |

| CATEGORY | WEIGHT | POINTS/MAX PTS. | PERCENT | LETTER |
|--------------|--------|-----------------|---------|--------|
| Total Points | 1 | 359 / 368 | 359% | A |
| Q1 | 0 | 359 / 368 | 359% | A |
| FINAL GRADE: | | | 98% | A |

COMMENTS:

Parent/Guardian _____ Date _____

12/20/2007

2nd goal

Cover Sheet for Goal _____

Name: [REDACTED]

Date: 10/26/07

Goal: Participate more in class for two weeks

Answer the following questions about your goal:

- a) Is this goal realistic? Explain. Yes. I am completely capable of this goal
- b) What is the time frame for this goal? two weeks
- c) How am I going to measure it? How will I know I have met my goal? I will be more outspoken
- d) What skills do I need to achieve this? Speaking...
- e) What information and knowledge do I need?
- f) What help, assistance, or collaboration do I need? none really
- g) What resources do I need? NONE
- h) What can block progress? How will I handle this? Nothing really, myself.

Goals Conference Notes: Summarize the major points from your conference with Mr.

[REDACTED] Include any directions or suggestions [REDACTED] makes.

Suggestion: sig. from Mr. B. / etc.

List Artifacts in order of placement

- 1) Signature from Mr. B
- 2) Signature from classmates
- 3) Quiz grades
- 4)
- 5)

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

See separate sheet

2nd goal!

CLASS:
TEACHER:

06-SO ENG 32

ASSIGNMENTS

| NO. | DESCRIPTION | DUE DATE | CATEGORY | GRADE | MAX | LETTER |
|-----|--------------------------------|------------|----------|-------|-----|--------|
| 1 | Soundtrack of My Life | 2007-08-31 | Q1 | 20 | 20 | A |
| 2 | EC Markers/Crayons/Colored Pen | 2007-09-04 | Q1 | Z | 0 | EC |
| 3 | EC Tissue | 2007-09-04 | Q1 | Z | 0 | EC |
| 4 | Vocab Ch.2 Visuals | 2007-09-04 | Q1 | 18 | 20 | A |
| 5 | Vocab Ch. 2 Exercises | 2007-09-05 | Q1 | 10 | 10 | A |
| 6 | EC Reading Hour 9.7.07 | 2007-09-07 | Q1 | Z | 0 | EC |
| 7 | Vocab Quiz Using Context | 2007-09-10 | Q1 | 18 | 20 | A |
| 8 | Monkey's Paw Reading and Notes | 2007-09-18 | Q1 | 14 | 16 | B |
| 9 | TAKE TWO Monkey's Paw Reading | 2007-09-19 | Q1 | 16 | 16 | A |
| 10 | Monkey's Paw Discussion Questi | 2007-09-19 | Q1 | 16 | 17 | A |
| 11 | Monkey's Paw Contextual Vocab | 2007-09-19 | Q1 | 10 | 10 | A |
| 12 | Identity Story | 2007-09-20 | Q1 | 10 | 10 | A |
| 13 | EC Reading Hour 9.28.07 | 2007-09-28 | Q1 | Z | 0 | EC |
| 14 | TBL Chs. 1-4 Reading Quiz | 2007-09-26 | Q1 | 14 | 16 | B |
| 15 | TBL Chs. 5-6 Vocab Exercise | 2007-09-28 | Q1 | 10 | 10 | A |
| 16 | TBL Chs. 5-6 Vocab Quiz | 2007-10-01 | Q1 | 10 | 10 | A |
| 17 | TBL Real-World Project 1 | 2007-10-09 | Q1 | 30 | 40 | C |
| 18 | TBL 85-154 Reading & Notes Qui | 2007-10-15 | Q1 | 21 | 22 | A |
| 19 | EC Poetry Slam Trek | 2007-10-17 | Q1 | 5 | 0 | EC |
| 21 | Field Trip Journal | 2007-11-01 | Q1 | 8 | 10 | B |
| 22 | 1st Quarter STAMP SHEET | 2007-11-01 | Q1 | 45 | 45 | A |
| 23 | EC Unused Washroom Passes | 2007-11-01 | Q1 | 2 | 0 | EC |
| 24 | EC Unused Bonus Cards | 2007-11-01 | Q1 | 3 | 0 | EC |
| 25 | TBL Real World Project 2 | 2007-10-22 | Q1 | 39 | 40 | A |
| 26 | EC Variety Show | 2007-11-02 | Q1 | 5 | 0 | EC |

| CATEGORY | WEIGHT | POINTS/MAX PTS. | PERCENT | LETTER |
|--------------|--------|-----------------|---------|--------|
| Total Points | 1 | 359 / 368 | 359% | A |
| Q1 | 0 | 359 / 368 | 359% | A |
| FINAL GRADE: | | | 98% | A |

COMMENTS:

Parent/Guardian_____ Date_____

12/20/2007

[REDACTED]
Period 6
12/29/07

Reflections: Goal 2

My second goal for this semester was to participate more in class for two weeks, starting the week of October 26th. I chose this goal because I do my work, and I hand it in on time; but I don't participate as much as I would like to. Plus, I know class participation is a part of my grade as well. Sometimes I don't like to share my answers or anything with the class, because I'm self-conscious; but I need speaking skills in life and I need to start now. I started working toward this goal by reading from the book we read in class, and sharing my answers or what I thought of the book when Mr. Bramley asked the class to share. I felt that I achieved this goal. I feel a lot more outspoken, and a lot better about myself. I shouldn't be afraid to speak out, because after all, someone has to.

3rd goal

Cover Sheet for Goal _____

Name: _____

Date: 12/3/07

Goal: Get caught up with work I missed on Friday, be sure to understand book/home work

Answer the following questions about your goal:

- Is this goal realistic? Explain. Yes. I'm not a slacker.
- What is the time frame for this goal? About a week.
- How am I going to measure it? How will I know I have met my goal? I will understand the book.
- What skills do I need to achieve this? Focus.
- What information and knowledge do I need? Book knowledge...
- What help, assistance, or collaboration do I need? You be there if I have questions
- What resources do I need? Book.
- What can block progress? How will I handle this? Not prepared... etc. I will be.

Goals Conference Notes: Summarize the major points from your conference with Mr.

_____ Include any directions or suggestions Mr. _____ makes.

None.

List Artifacts in order of placement

- Quiz
- Questions about the text, if any
- Summary of text
-
-

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

See separate sheet

3rd goal!
Niles North High School

CLASS:

06-SO ENG 32

TEACHER:

ASSIGNMENTS

| NO. | DESCRIPTION | DUE DATE | CATEGORY | GRADE | MAX | LETTER |
|-----|--------------------------------|------------|----------|-------|-----|--------|
| 1 | TBL Real World Project 3 | 2007-11-12 | Q2 | 38 | 40 | A |
| 2 | WW Symbols_Sins | 2007-11-27 | Q2 | 5 | 0 | EC |
| 3 | EC WW_Symbols_Sins Review Game | 2007-11-27 | Q2 | 5 | 0 | EC |
| 4 | WW Symbols_Sins | 2007-12-14 | Q2 | 5 | 0 | EC |

| CATEGORY | WEIGHT | POINTS/MAX PTS. | PERCENT | LETTER |
|--------------|--------|-----------------|---------|--------|
| Total Points | 1 | 86 / 85 | 86% | A |
| Q2 | 0 | 86 / 85 | 86% | A |
| FINAL GRADE: | | | 98% | A |

COMMENTS:

Parent/Guardian _____ Date _____

Certificate of Participation

This is to certify that



has participated in

Sophomore English that
one week like 5 weeks
ago...

Signature :

Date

19 December 2007

Certificate of Participation

This is to certify that



has participated in

Sophomore English that one day... like 5
weeks ago. I SAW HER. I WAS THERE.

Jessica Choi
Signature

12/20/07

Date

Name _____

Sophomore English 32- _____

Lord of the Flies
Quiz on Important Quotations

22/25

Directions: For the following quotations, identify the speaker, the context, and the significance. Be detailed and specific. Write legibly! Point values appear in brackets.

1) "Meetings. Don't we love meetings? Every day. Twice a day. We talk." "I bet if I blew the conch this minute, they'd come running. Then we'd be, you know, very solemn, and someone would say we ought to build a jet, or a submarine, or a TV set. When the meeting was over they'd work for five minutes, then wander off or go hunting" (51).

a) Speaker [1]: Ralph

b) Context [1]: The kids were having a meeting and talking about the conch.

c) Significance [2]: Ralph is losing his authority as chief to Jack and the other kids.

2) Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law. Roger's arm was conditioned by a civilization that knew nothing of him and was in ruins (62).

a) Speaker [1]: Narrator

b) Context [1]: Roger was messing around with Henry on the beach.

c) Significance [2]: Roger couldn't throw the rock actually at Henry because he wasn't robed like that. He knows better.
still shows the civilized nature of the kids.

3) "For hunting. Like in the war. You know—dazzle paint. Like things trying to look like something else" (63).

a) Speaker [1]: Jack

b) Context [1]: Jack is explaining to Ralph how they can blend in and not be so obvious to predators.

c) Significance [2]: They are becoming hunters, like in war.

True, but why is this significant?

Certificate of Participation

This is to certify that



has participated in


Sophomore English that one day... like 5 weeks ago. I SAW FIER. I WAS THERE.

Signature

[Redacted Signature]

12/20/07

Date


12/10/07

Period 6

Reflections: Goal 3

My third goal was to get caught up with work I missed on Friday, and be sure to understand the book or any homework for the week of December 3rd. I thought this goal was realistic because I was sick, and I didn't really understand the book before that, so when I missed a day; I thought it would be good to set a goal to get caught up. I didn't really need to do anything but read the text a couple of times. It wasn't really confusing, so I didn't have any questions or anything. I just had a little extra reading to do. I achieved this goal already because it was a pretty straight forward goal, and I just had to stay focused.

[REDACTED]
12/14/07

Period 6

Goal 1: Artifacts

Grade Sheet:

I chose my grade sheet as an artifact for my first goal because I thought it would make a lot of sense for me to use it. The grade sheet shows all of the grades Mr. [REDACTED] enters, and depicts your final grade as of that time.

Quizzes, Tests:

I chose to include a quiz or a test that I took that week because usually quizzes or tests are a lot of points, which affects your overall grade in many ways. I didn't have the test/quiz on record, so I just highlighted it on the grade sheet.

Stamp Sheet:

I decided to include the stamp sheet because in order to get a decent grade on the homework, you need stamps. We turned our stamp sheets in to [REDACTED] earlier in the semester, so I also didn't have it on record. I highlighted it on the stamp sheet.

Goal 2: Artifacts

Signature from [REDACTED]:

I chose to include a signature from [REDACTED] because my goal was to participate more in class. What would be a better way then to have him sign something saying that I did? My grade did improve.

Signature from classmates:

In order to prove something happened, you need witnesses. So, I decided to print out a certificate saying that I participated in class. Three of my fellow students signed it.

Quiz Grades:

I decided to include quiz grades from that week because it's pretty much a known fact that if you participate in class, you will more than likely pay attention and know what's going on. I raised my grade by doing this.

Goal 3: Artifacts

Lord of the Flies Quotations Quiz:

I included a quiz that we took that week because it would show that I got caught up with my work. I understood the book before the week was over, and I was prepared for it.

Willy Wonka Symbols Quiz:

I also included this quiz because it was in the same week that I set this goal. We were just finishing up the Willy Wonka unit, and it was about the same amount of points as the Lord of the Flies quiz.

Goal #1: I will finish reading the next section of "This Boy's Life" and understand it.

A) Yes, this goal is realistic, because it is possible to read a chapter of This Boy's Life in one day.

B) One week

C) I will measure this goal by looking at my next tests, write a summary, and see if I am able to finish the study guide. I can know if I get a good grade on the test.

D) I need reading skills to achieve this goal.

E) I need to know what has already happened in the book before the section I am reading.

F) I would need assistance from the teacher to make sure I understand some confusing texts if there are any.

G) I need the book.

H) Not enough time to read may block my progress. I can avoid this by carefully planning my time or read a few pages each day.

Artifacts:

1. Study Packet

2. Quiz

3. Summary of chapter

Missing

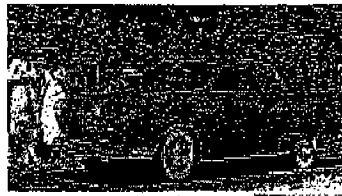
Reflection: I feel that I have accomplished this goal. It took me about four days in my house to finish the section. I felt like I was going to fail this goal as the due date came closer and I didn't finish reading, but I stopped doing what I was doing and began reading and trying to understand the text. I was late on turning in my study guide, but it

was still finished. I passed the quiz we had on this section. I feel that I completed this goal.

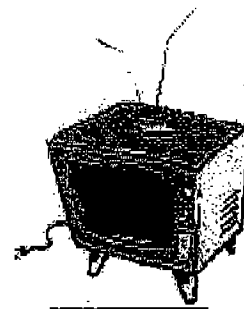
Artifact #1, Study Guide: I chose this study guide as my first artifact. It was a homework assignment. I couldn't finish it for homework unfortunately. Still, I felt that it was a good way to show that I actually read the text and didn't just skim through it, so I did it anyways. This study guide would also help me study for the quiz.

Artifact #2, Quiz: I chose this quiz as my second artifact. It was one of the main reasons why I chose this goal. I wanted to get a good grade in it and understand a book completely. I got a good grade on this quiz, so I had to choose it as an artifact so that I could show I understood the text.

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The new 1950 Studebaker



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Sophomore English 32/42—
This Boy's Life, Tobias Wolff
 Study Packet

NAME _____



This Boy's Life
Pages 85-154 Reading & Notes Quiz /22

Multiple Choice—Choose the answer that BEST completes the statement
[1 point each]

- 1) Jack liked being in the Boy Scouts because
 - A. it gave him more time with Dwight.
 - B. it made being a good boy seem adventurous and romantic.
 - C. it gave him opportunities to shoot his rifle.
 - D. all of the above.

- 2) In preparation for Rosemary's arrival
 - A. Dwight bought Rosemary a dozen roses.
 - B. Jack begged her not to marry Dwight.
 - C. Jack and Dwight painted all the rooms in the house white.
 - D. Dwight made up with Jack.

- 3) The preparation mentioned in question 2 symbolizes
 - A. escape.
 - B. death/misery.
 - C. a change in Dwight's character.
 - D. a fresh start.

- 4) Jack liked Arthur Gayle because
 - A. he had an acid wit.
 - B. he told wild stories.
 - C. he didn't appear to care what other people thought of him.
 - D. all of the above.

- 5) After Rosemary and Dwight got married, Rosemary
 - A. overcame her depression and tried to turn them into a family.
 - B. and Dwight fought endlessly.
 - C. began to scold Jack more frequently.
 - D. tried to help Jack and Dwight get along.

- 6) Dwight is the nicest to Jack
 - A. when he is drunk.
 - B. when they are alone together.
 - C. when he drives Jack in the car.
 - D. when he shows Jack how to fight.

[REDACTED]

Goal #2: I will participate more in class.

A) Yes, this goal is realistic, all I have to do is participate in the class discussions and try to answer questions.

B) Two weeks.

C) I can measure this goal with a chart of whether I participated in a day or not. If the amount of the times I've participated in class is higher than the number of times I haven't participated in class.

D) Listening skills are needed to complete this goal.

E) I need to know what is going on in the class.

F) I would need assistance from [REDACTED], so that he could evaluate me on if I'm trying for my goal.

G) Discussions held in class.

H) If I feel too tired to participate, I can just go overcome the tiredness and participate anyways

Artifacts:

1. Chart

2. Grade

3. Letter from [REDACTED]

no artifacts

Q **Reflection:** I feel that I have failed this goal. I tried hard to find the things to participate in, but I just couldn't. If I had a chart, it would have been filled with the amount of times I haven't participated in class. I couldn't get [REDACTED] to write me a sort of evaluation

because I couldn't find the time to even think of asking him to. I did however, get a good grade in class, but that's about it.

Name: [REDACTED]

157

Portfolio Grade SheetPortfolio Cover Sheet 12 /12

| | |
|------------------------------|-------------|
| Goal #1 Cover Sheet | <u>8</u> /8 |
| Artifact 1 | <u>2</u> /2 |
| Artifact 2 | <u>2</u> /2 |
| Artifact 3 | <u>2</u> /2 |
| Reflection for Artifact 1 | <u>2</u> /2 |
| Reflection for Artifact 2 | <u>2</u> /2 |
| Reflection for Artifact 3 | <u>2</u> /2 |
| Final Reflection for Goal #1 | <u>2</u> /2 |

| | |
|------------------------------|-------------|
| Goal #2 Cover Sheet | <u>8</u> /8 |
| Artifact 1 | <u>2</u> /2 |
| Artifact 2 | <u>2</u> /2 |
| Artifact 3 | <u>2</u> /2 |
| Reflection for Artifact 1 | <u>2</u> /2 |
| Reflection for Artifact 2 | <u>2</u> /2 |
| Reflection for Artifact 3 | <u>2</u> /2 |
| Final Reflection for Goal #2 | <u>2</u> /2 |

| | |
|------------------------------|-------------|
| Goal #3 Cover Sheet | <u>8</u> /8 |
| Artifact 1 | <u>2</u> /2 |
| Artifact 2 | <u>2</u> /2 |
| Artifact 3 | <u>2</u> /2 |
| Reflection for Artifact 1 | <u>2</u> /2 |
| Reflection for Artifact 2 | <u>2</u> /2 |
| Reflection for Artifact 3 | <u>2</u> /2 |
| Final Reflection for Goal #3 | <u>2</u> /2 |

| | |
|------------------------------|-------------|
| Goal #4 Cover Sheet | <u>8</u> /8 |
| Artifact 1 | <u>2</u> /2 |
| Artifact 2 | <u>2</u> /2 |
| Artifact 3 | <u>2</u> /2 |
| Reflection for Artifact 1 | <u>2</u> /2 |
| Reflection for Artifact 2 | <u>2</u> /2 |
| Reflection for Artifact 3 | <u>2</u> /2 |
| Final Reflection for Goal #4 | <u>2</u> /2 |

Total

80 /100

Cover Sheet for Goal _____

Name: _____

Goal: _____

Date: 10/5/07

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

My goal is to bring my grade up to at least a "C" in algebra class, and right now I have a D+. Yes, it is realistic.

b) What is the time frame for this goal?

By Friday 10/12.

c) How am I going to measure it? How will I know I have met my goal?

I will know by the progress report I receive from Mrs. Barnes.

d) What skills do I need to achieve this?

I need to do my homework and study extra hard for tests and quizzes.

e) What information and knowledge do I need?

I need to do my homework and understand comprehend what I am doing.

f) What help, assistance, or collaboration do I need?

I need tutoring from my dad.

g) What resources do I need?

I need my math book, calculator, notes to study, worksheets to study, ect.

h) What can block progress? How will I handle this?

Not studying can block progress but I will study because I want to reach my goal.

Goals Conference Notes: Summarize the major points from your conference with Mrs.

s. Include any directions or suggestions _____ makes.

_____ suggest that I keep a log on what I receive on my tests and quizzes and if I do my homework.

List Artifacts in order of placement

- 1) Progress Report from 10/12.
- 2) Log.
- 3) Notes I studied.
- 4) worksheets I studied.
- 5)

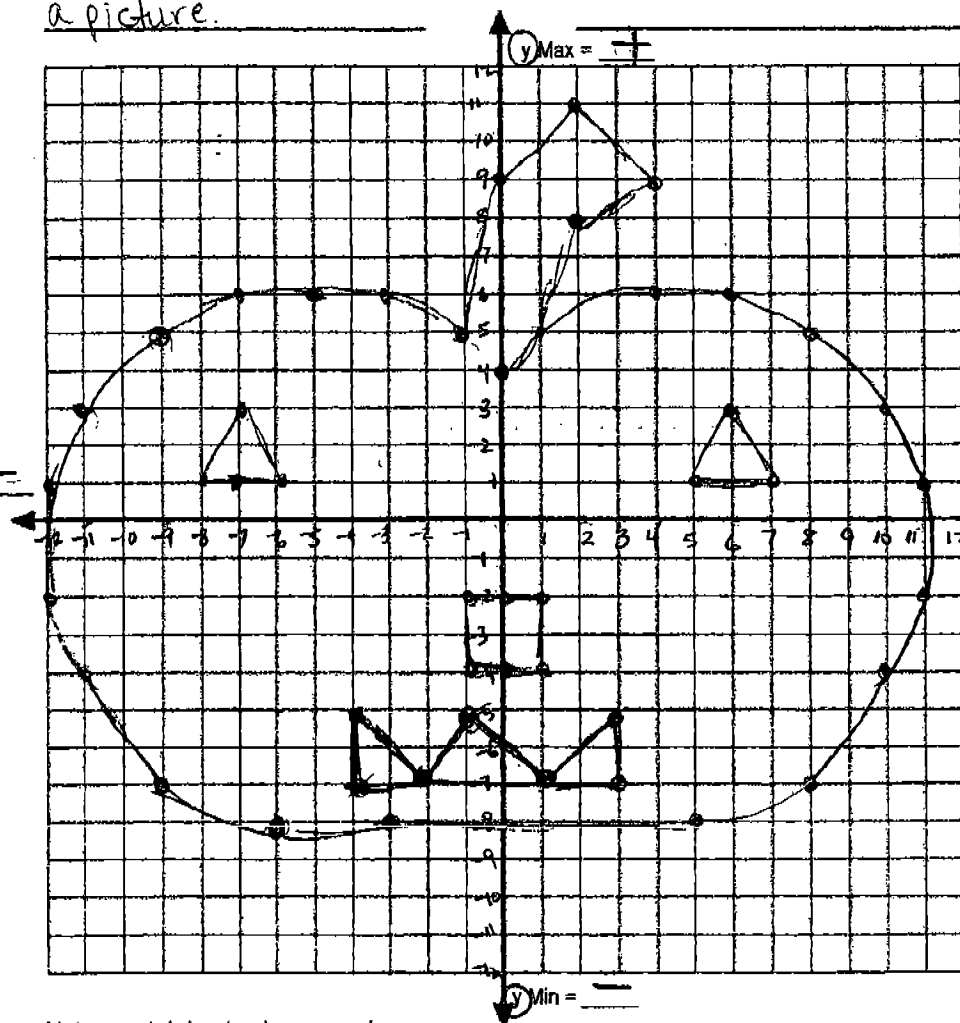
— Graphing Activity —

Date: 10/9/07

Reference Number:

| x | y |
|-----------------|---------------|
| 10 | 4 |
| √2 | 8 |
| √11 | 1 |
| √-12 | 1 |
| √-5 | 6 |
| √-1 | 5 |
| √4 | 9 |
| √-3 | 8 |
| √3 | 6 |
| √ | 5 |
| √-6 | 8 |
| √5 | 8 |
| √11 | 2 |
| √12 | 2 |
| √ | 9 |
| 8 | 7 |
| √-7 | 6 |
| √2 | 11 |
| √2 | 8 |
| 4 | 6 |
| √-9 | 5 |
| √-11 | 3 |
| √6 | 6 |
| √10 | 4 |
| √10 | 3 |
| √8 | 5 |
| √-9 | 7 |
| √-11 | -4 |

← Plot these points. Then connect them to create a picture.



| x | y |
|--------------|--------------|
| 8 | 1 |
| 7 | 1 |
| 6 | 1 |
| 5 | 1 |
| 6 | 1 |
| 7 | 1 |
| 8 | 5 |
| 3 | 7 |
| 4 | 5 |

| x | y |
|--------------|--------------|
| 1 | 2 |
| 0 | 6 |
| 1 | 2 |
| 1 | 4 |
| 1 | 4 |
| 0 | 4 |
| 4 | 7 |
| 2 | 7 |
| 1 | 6 |
| 1 | 7 |

Notes pertaining to above graph:

Now you add a face! Then write the ordered pairs in the tables on the right.

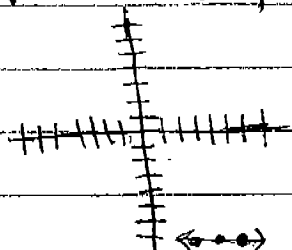
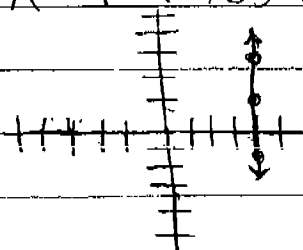
HW #28

3
4

Oct. 11. 07

14) Yes

16) No

18) $x = 9(9, 0)(9, 1)(9, 5)$ 20) $y = 10(9, 10)(0, 10)(1, 10)$ 24) $y = -7(1, -7)(5, -7)(3, -7)$ 26) $x = 4(4, 3)(4, 1)(4, -1)$ 30) $y = 2$ 31) $x = -4$

33)

35) C

36) F

HW #23

pg 225 15-45 H. of 3

15) $(2, 0)$

18) $x - 0 = 4 \quad x = 4$

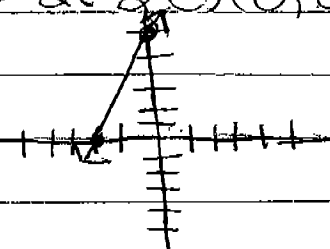
21) $5x + 0 = 95 \quad x = 19$

24) $-x - 0 = 12 \quad x = -12$

27) $y = 0 - 2 \quad y = -2$

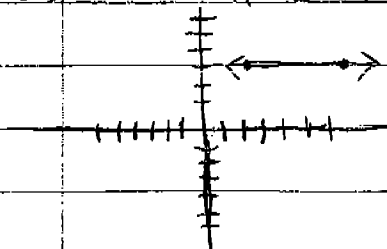
30) $y = 0 - 24 = -24$

33) $x = -2(-2, 0)(0, 5)$

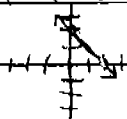


36) B

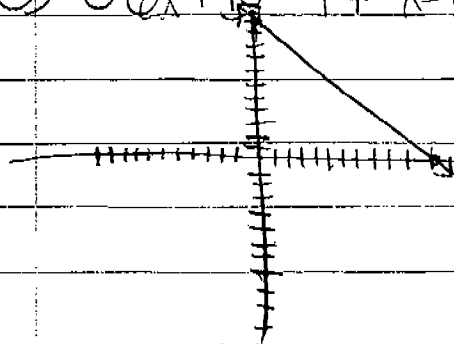
39) $y = x + 3 \quad x = 3 \quad y = 6 \quad y = 3 \quad x = 6$



42) $y = 2 - x \quad x = 0 \quad y = 2 \quad x = 2 \quad y = 0$



45) $36x + 4y = 44 \quad x = 0 \quad y = 11 \quad y = 0 \quad x = 11$



Explain why you chose artifact #1: Connect the dots picture

I choose the connect the dots picture as one of my artifacts because it was not worth a grade. The reason I would want on a grade that is not worth a grade is because it shows that I am trying to raise my grade by doing things that help me learn even if I do not receive credit for it.

Explain why you chose artifact #2: HW#23

There is really no specific reason why I choose HW#23 in particular. I just chose any random homework that I completed in between the dates assigned for this goal.

Explain why you chose artifact #3: NONE Log!

I did not choose a third artifact because I didn't know what to choose as a third artifact.

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

To set this goal I looked at what I needed to improve in. I realized that I needed to improve in everything, so I decided to set my goal as increasing my grade to a "C". I tried raising my grade by studying, but I didn't complete my homework, so I did not complete my goal.

Cover Sheet for Goal 2

Name: _____ Date: _____

Goal: I'm going to ask at least one question a day.

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

Yes, because sometimes I am confused but I don't ask for help, so I want to try and ask at least one question a day.

b) What is the time frame for this goal?

10/17 - 10/24

c) How am I going to measure it? How will I know I have met my goal?

I will keep a log = date what questions I asked.

d) What skills do I need to achieve this?

I need to pay attention so I will be focused and be able to ask questions that are helpful.

e) What information and knowledge do I need?

I need to know what is going on in class.

f) What help, assistance, or collaboration do I need?

To associate with my classmates and teachers.

g) What resources do I need?

A checklist.

h) What can block progress? How will I handle this?

Me losing focus can block progress so I will try my best to concentrate.

Goals Conference Notes: Summarize the major points from your conference with Mrs.

Include any directions or suggestions _____ makes.

List Artifacts in order of placement

1) Log

2) ~~Flow chart of how to ask a question?~~

3)

4)

5)

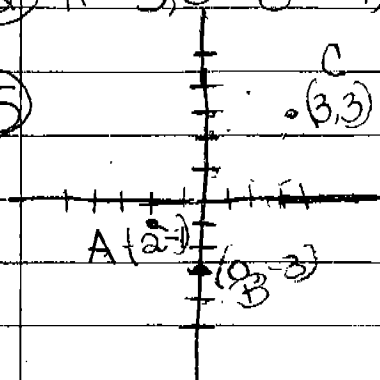
HW#21

Pg 206

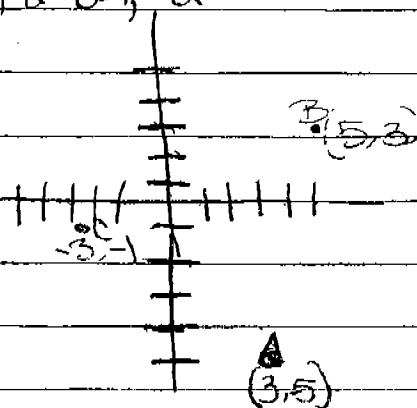
10/9/07
 $\frac{2}{3} \frac{1}{4}$

(12) $A = -3, 0$ $B = -4, -3$ $C = 0, 2$ $D = 1, -2$

(15)



(18)



(19) 4

Chastity
 J. J. J. J. J.

(20) 2

(21) 1

(22) (2, 1) 4000, 220

(29) D

(30) $W = 4500$ $G = 32$ 2010, 209

(33)

(36) B

(37) H

(38) D

Pg 213

(18) $2 - 2 = -4 - 32 = -36$ No (21) $2 - 4 = 2 - 9 = -7$ No

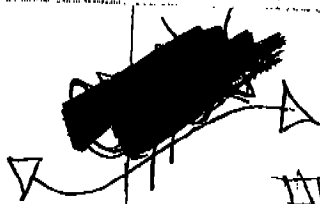
(24) $x + y = 4$ $x - y = 0$ $x = y = 2$ (39) $5x - 3y = 12$

(27) $x - y = 5$

(30) $4x - y = 18$ $y = 4x - 18$

(35) $y = -2x - 6$

(36) $3x - 5y = 15$ $0, -3, 5, 0, (1, -3/5)$



~~HW #22 P. 214 #40-48 Evens~~

$$y - 4x = -1$$

$$\begin{array}{r|l} +4 & +4x \end{array}$$

$$y = -1 + 4x$$

| x | 0 | 1 | 2 | 3 |
|---|----|---|---|----|
| y | -1 | 3 | 7 | 11 |

$$\begin{array}{r|l} 5x + 5y = 25 & \\ -5x & -5x \end{array}$$

$$\begin{array}{r|l} 5y = 25 & -5x \end{array}$$

$$\begin{array}{r|l} 5y = 25 & 5 \end{array}$$

$$\begin{array}{r|l} x & 0 \quad 1 \quad 2 \\ y & 5 \quad 4 \quad 3 \end{array}$$

Progress Report for ██████████
 Prepared by ██████████
 Student Number: 153503
 Citizenship: Work Habit: Pass/Fail:

10/15/07 Algebra Conct/skills (3)
 168

| | Assignment | Category | Score | Points Possible | Class Average |
|----|-----------------------|---------------|-------|-----------------|---------------|
| 1 | 8/31 Ch 1 Quiz | Quizzes | 80.0 | 100 | 90.9 |
| 2 | 8/29-8/31 HW 1-3 | Homework | 12.0 | 12 | 10.8 |
| 3 | 9/7 Ch 1 Notebook | In-Class Work | 78.0 | 100 | 74.7 |
| 4 | 9/7 Ch 1 Test | Tests | 91.0 | 100 | 87.0 |
| 5 | 9/4-9/7 HW 4-6 | Homework | 6.0 | 12 | 10.0 |
| 6 | 9/7 Signed Progress | Homework | | 0 | 1.0 |
| 7 | 9/14 Signed Progress | Homework | 1.0 | 0 | 1.0 |
| 8 | 9/18 Ch 2 Quiz | Quizzes | 54.0 | 100 | 66.4 |
| 9 | 9/21 Ch 2 Notebook | In-Class Work | 85.0 | 100 | 64.5 |
| 10 | 9/21 Ch 2 Test | Tests | 53.0 | 100 | 55.5 |
| 11 | 9/10-9/17 HW 7-9 | Homework | 7.0 | 12 | 8.1 |
| 12 | 9/18-9/20 HW 10-1 | Homework | 8.0 | 12 | 9.0 |
| 13 | 9/28 Signed Progress | Homework | | 0 | 1.0 |
| 14 | 9/27 Ch 3 Quiz | Quizzes | 43.0 | 100 | 73.5 |
| 15 | 9/21-9/28 HW 13-1 | Homework | 10.0 | 20 | 13.5 |
| 16 | 10/2 Real-World Pr | In-Class Work | 43.0 | 50 | 30.4 |
| 17 | 10/1-10/5 HW 18-2 | Homework | 12.0 | 16 | 9.0 |
| 18 | 10/5 Ch 3 Test | Tests | 44.0 | 100 | 51.2 |
| 19 | 10/5 Ch 3 Notebook | In-Class Work | 90.0 | 100 | 58.7 |
| 20 | 10/12 Signed Progress | Tests | | 0 | 2.0 |
| | 10/9-10/12 HW 21- | Homework | 7.0 | 12 | 5.9 |
| 22 | 10/12 Ch 4 Quiz | Quizzes | 89.0 | 100 | 62.0 |

Key: blank=Incomplete ex=Excused dr=Dropped Score

Quarter 1: 67.6% D+ (Class Average = 68.3%)

Tests (Weight=32.0): 62.7% D- (Class Average = 64.9%)

Quizzes (Weight=24.0): 66.5% D (Class Average = 73.2%)

Homework (Weight=12.0): 65.6% D (Class Average = 70.4%)

In-Class Work (Weight=12.0): 84.6% B (Class Average = 65.2%)

Midterm Exam (Weight=20.0):

Semester 1: 813.0/1146.0 67.6% D+ (Class Average = 68.3%)

Eligibility: 813.0/1146.0 67.6% D+ (Class Average = 68.3%)

██████████

Student

Parent/Guardian

Date

Goal #2 Reflection

Explain why you chose artifact #1: HW 21

The reason I chose homework the 21 is because if I had very few errors so it shows improvement in my work. The way I improved in my work was by asking questions in class whenever I was confused about something.

Explain why you chose artifact #2: Progress Report

The reason I chose my progress report as an artifact is because it shows how I have been doing. How I have been doing is shown on my progress report is based on whether or not I can comprehend the material, and if I can't comprehend the material, I would have to be asking questions on the things I do not understand.

Explain why you chose artifact #3: _____

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

In order for me to have reached my goal I would have had to ask a question everyday. I feel as if I did reach my goal because I did ask a question everyday. I didn't just ask any random question either, I asked questions that were useful to my knowledge.

In ~~my~~ all actuality and understanding of any kind I did in fact reach my goal. I also feel as if it was a good goal to choose.

~~_____~~
7

★ If you've done the same goal twice, you MUST choose a different goal! Algebra 1 Concepts & Skills—Barnes

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Cover Sheet for Goal # 3

Name: [REDACTED]

Date: 10/31

Goal: check my homework every day (correct wrong answers)

Answer the following questions about your goal:

a) Is this goal realistic? Explain. Yes, because if I check my homework I can use it to study.

b) What is the time frame for this goal?

11/5-11/16

c) How am I going to measure it? How will I know I have met my goal?

I'll keep a check chart and some of my corrected homework items.

d) What skills do I need to achieve this?

I need to actually try to solve the problems and not just put any answer.

e) What information and knowledge do I need?

I need the answers to the homework and to see if my answers atleast made sense.

f) What help, assistance, or collaboration do I need?

I need to be sure I am giving enough time to correct my homework.

g) What resources do I need?

my homework

h) What can block progress? How will I handle this?

Talking, so I won't talk.

Goals Conference Notes: Summarize the major points from your conference with Mrs.

[REDACTED] Include any directions or suggestions [REDACTED] makes.

List Artifacts in order of placement

- 1) Checklist
- 2) h.w (corrected)
- 3) h.w. (corrected)
- 4)
- 5)

Reflections for Goal #3

Explain why you chose artifact #1: Corrected h.w

It shows that I did go through with my goal and I corrected my homework.

Explain why you chose artifact #2: Corrected h.w

Like h.w correct #1, it shows I ~~also~~ did follow through with my goal.

Explain why you chose artifact #3: Checklist

It shows all day ~~of~~ my goal took place and whether or not I correct my homework

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

In order to achieve this goal, ~~or try to~~ achieve it, I had to plan three items that could show if I did or did not meet my goal. I chose two corrected sheets of homework and a checklist. These artifacts have proven that I only followed through with my goal partly. I did not reach my goal because I had 3 uncorrected homework assignments.

I feel I did not reach my goal successfully because of these un-corrected assignments.

Goal #3

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CheckList

| Date | Yes/No |
|-------|----------------------------|
| 11/6 | Yes✓ |
| 11/7 | Yes✓ |
| 11/8 | Yes No hw |
| 11/9 | Yes No school |
| 11/12 | No suspended-No |
| 11/13 | suspended-No |
| 11/14 | suspended-No |
| 11/15 | Yes✓ |
| 11/16 | Yes✓ |

Cover Sheet for Goal #4

Name: [REDACTED]

Date: 11-16-07

Goal:

check my homework every day (correct wrong answers)

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

yes, because if I check my homework I can use it to study.

b) What is the time frame for this goal?

11-19 to 11-30-07

c) How am I going to measure it? How will I know I have met my goal?

I'll keep a check chart and all of my corrected homework

d) What skills do I need to achieve this?

Solve Problems.

e) What information and knowledge do I need?

answer sheet to homework

f) What help, assistance, or collaboration do I need?

None

g) What resources do I need?

homework, answer sheet

h) What can block progress? How will I handle this?

tuning out, being unfocused. I'll be focused

Goals Conference Notes: Summarize the major points from your conference with Mrs. [REDACTED]. Include any directions or suggestions [REDACTED] makes.

List Artifacts in order of placement

- 1) corrected h.w
- 2) corrected m.w
- 3) Notebook check Report.
- 4)
- 5)

Explain why you chose artifact #1: _____.

Explain why you chose artifact #2: _____.

Explain why you chose artifact #3: _____.

Goal #4

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

My fourth goal was to correct all my ^{homework} ~~homework~~.
In order to ~~complete~~ complete this goal successfully, I
had to do my homework and correct it.
I did not ~~reach~~ reach my goal.

The Reason I didn't reach my goal is
because I did not do much of my homework,
so I hardly ever had something to correct.
I was not successful in reaching
my fourth goal.

~~Goal #4~~
Goal #4 Check List

| Check List | |
|---------------------|---|
| Due: 11/19 | No |
| Due: 11/20 | No |
| Due: 11/21 | Yes ✓ |
| Due: 11/22 | No school (or homework) |
| Due: 11/23 | No school (or homework) |
| Due: 11/26 | SA No homework |
| Due: 11/27 | Didn't come to school - No (if there was) |
| Due: 11/28 | Yes ✓ |
| Due: 11/29 | Yes ✓ |
| Due: 11/30 | No homework |
| Due: 11/31 | Yes ✓ |
| Dec 3 th | No |
| Dec 4 th | No |
| Dec 5 th | No |

Name: [REDACTED]

Portfolio Grade Sheet

Portfolio Cover Sheet 12 /12

Goal #1 Cover Sheet 7 /8
 Artifact 1 2 /2
 Artifact 2 2 /2
 Artifact 3 2 /2
 Reflection for Artifact 1 2 /2
 Reflection for Artifact 2 2 /2
 Reflection for Artifact 3 2 /2
 Final Reflection for Goal #1 /2

Goal #2 Cover Sheet 7 /8
 Artifact 1 /2
 Artifact 2 /2
 Artifact 3 /2
 Reflection for Artifact 1 /2
 Reflection for Artifact 2 /2
 Reflection for Artifact 3 /2
 Final Reflection for Goal #2 /2

Goal #3 Cover Sheet 7 /8
 Artifact 1 /2
 Artifact 2 /2
 Artifact 3 /2
 Reflection for Artifact 1 /2
 Reflection for Artifact 2 /2
 Reflection for Artifact 3 /2
 Final Reflection for Goal #3 /2

Goal #4 Cover Sheet /8
 Artifact 1 /2
 Artifact 2 /2
 Artifact 3 /2
 Reflection for Artifact 1 /2
 Reflection for Artifact 2 /2
 Reflection for Artifact 3 /2
 Final Reflection for Goal #4 /2

Total

45 /100

Cover Sheet for Goal 1Name: [REDACTED]Date: 10/5/07Goal: 70% of worksheets completed

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

Yes, I will be doing work

b) What is the time frame for this goal?

every day, until checkup - Friday 10/12

c) How am I going to measure it? How will I know I have met my goal?

By completed worksheets

d) What skills do I need to achieve this?

working paying attention

e) What information and knowledge do I need?

what is told in class

f) What help, assistance, or collaboration do I need?

teacher remembering me to start on task

g) What resources do I need?

The worksheets

h) What can block progress? How will I handle this?

not completing worksheetstalking**Goals Conference Notes:** Summarize the major points from your conference with Mrs.[REDACTED]. Include any directions or suggestions [REDACTED] makes.

List Artifacts in order of placement

1)

2)

3)

4)

5)

Explain why you chose artifact #1:

~~I really liked this one because I did 100% of it.~~
~~I did 100% of it.~~
~~I did 100% of it.~~

4.1 4.2

I did 100% of it completed, I chose it because I completed the whole worksheet

Explain why you chose artifact #2:

~~I chose this one because I did 100% of it.~~
~~I did 100% of it.~~
~~I did 100% of it.~~

Graphing activity I chose because it was easy.
 I did complete it 100%.

Explain why you chose artifact #3: _____

1.3 graphing I did because I did 100% of it
 I completed that sheet.

Reflection

Describe the process of setting this goal, working toward it, and whether or not you feel you achieved it. Include anything you want to say about this goal and your work toward achieving it.

Checklist

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| Date | % of Worksheets Completed |
|--|---------------------------|
| 10/5 | No worksheets today. |
| 10/9 4.1/4.2 (except #7-8) and Jack-o-lantern. | 100% complete |
| 10/10 4.2 #7-8 | |
| 10/11 4.3/4.4 (except last page) | |
| 10/12 | No worksheets today. |

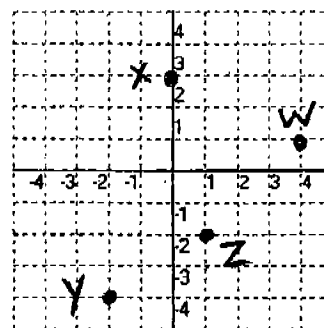
4.1 The Coordinate Plane

Algebra 1- Concepts & Skills

Name: _____ Date: _____

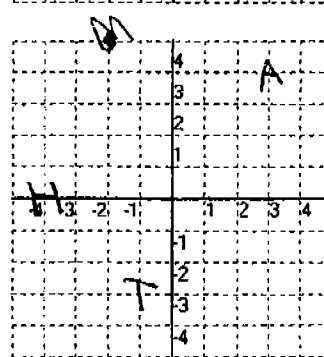
1. Write the ordered pairs that correspond to points W, X, Y, and Z.

W: 4, 1
 X: -1, 3
 Y: -2, -3
 Z: 1, -2



2. Plot and label the following points on the coordinate plane to the right.

M: (-2, 5)
 A: (3, 4)
 T: (-1, -3)
 H: (-4, 0)

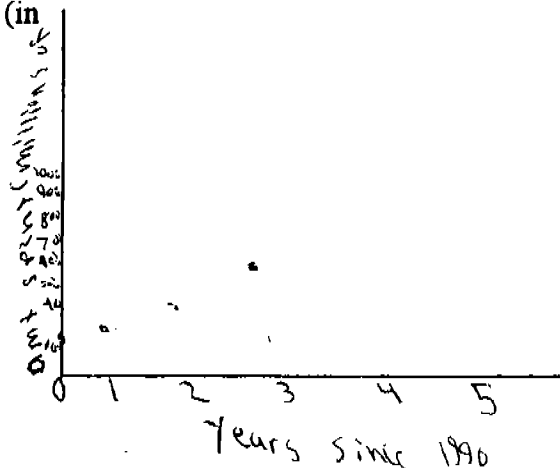


3. Which quadrant is each of the above points in?

W: 1 M: 2
 X: A: 1
 Y: 3 T: 3
 Z: 4 H: 3

4. Make a scatter plot from the following data on the amount (in millions of dollars) that Americans spent on snowmobiles. Label your x-axis "Years since 1990" and your y-axis "Amount Spent (in millions of dollars)".

| Year | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |
|----------|------|------|------|------|------|------|
| Spending | 322 | 362 | 391 | 515 | 715 | 924 |



— Graphing Activity —

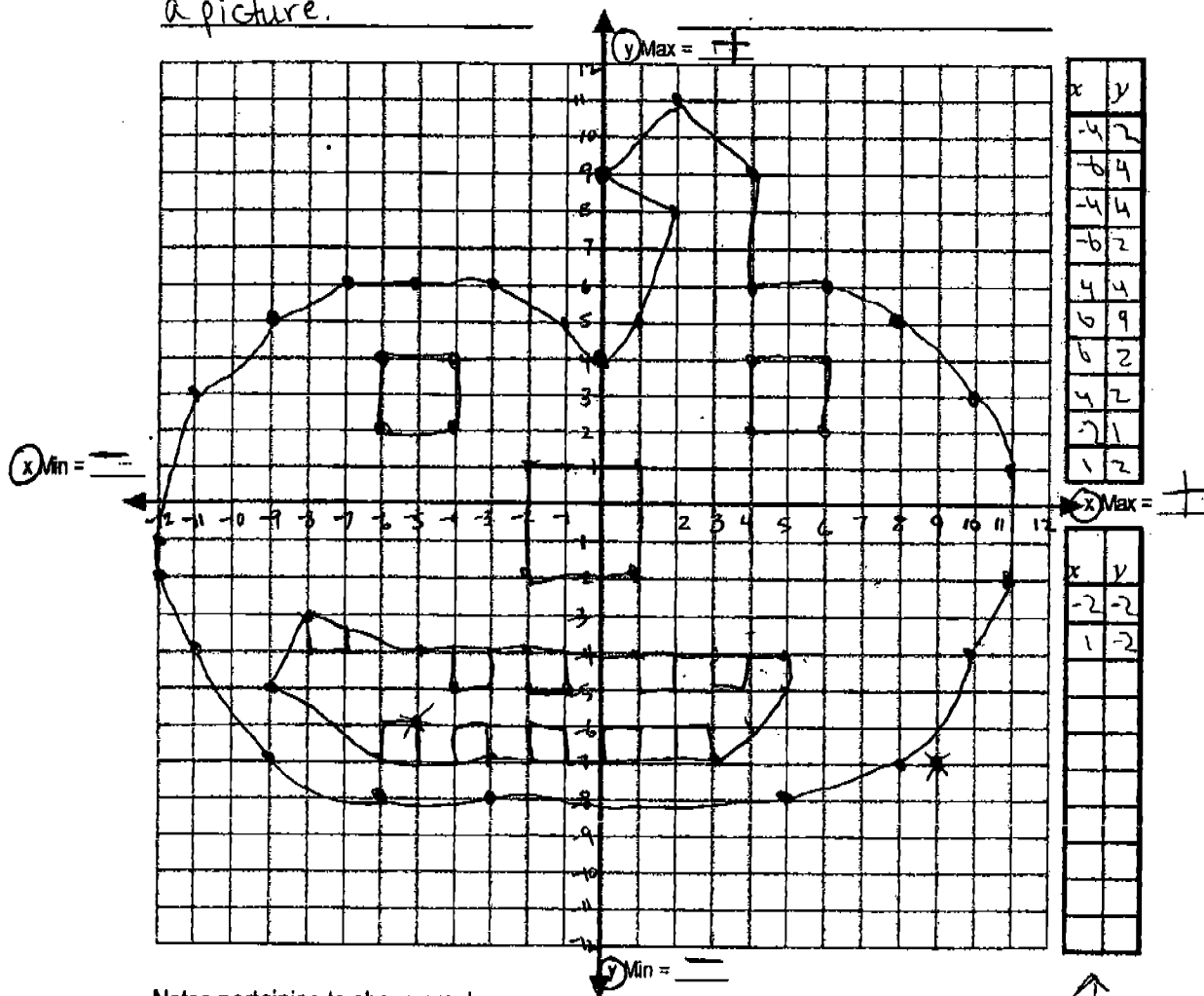
185

Date: 10/9/07

Reference Number:

| x | y |
|-----|----|
| 0 | 4 |
| 2 | 8 |
| 11 | 1 |
| -12 | 1 |
| -5 | 6 |
| -1 | 5 |
| 4 | 9 |
| -3 | -8 |
| -3 | 6 |
| 1 | 5 |
| -6 | -8 |
| 5 | -8 |
| 11 | -2 |
| -12 | -2 |
| 1 | 9 |
| 8 | -7 |
| -7 | 6 |
| 2 | 11 |
| 2 | 8 |
| 4 | 6 |
| -9 | 5 |
| -11 | 3 |
| 6 | 6 |
| 10 | -4 |
| 10 | 3 |
| 8 | 5 |
| -9 | -7 |
| -11 | -4 |

← Plot these points. Then connect them to create a picture.



| x | y |
|----|---|
| -4 | 2 |
| -6 | 4 |
| -4 | 4 |
| -6 | 2 |
| 4 | 4 |
| 6 | 9 |
| 6 | 2 |
| 4 | 2 |
| 2 | 1 |
| 1 | 2 |

| x | y |
|----|----|
| -2 | -2 |
| 1 | -2 |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Notes pertaining to above graph:

Now you add a face! Then write the ordered pairs in the tables on the right.

4.3 Graphing Horizontal and Vertical Lines

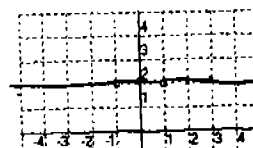
Algebra 1- Concepts & Skills

Name: _____ Date: _____

1. Graph the equation $y = 2$.

$0, 2 \quad 1, 2 \quad 2, 2$

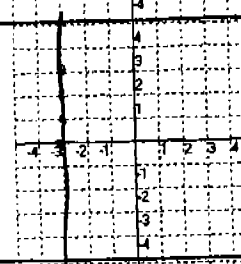
#1



2. Graph the equation $x = -3$.

$-3, 0 \quad -3, 1 \quad -3, 2$

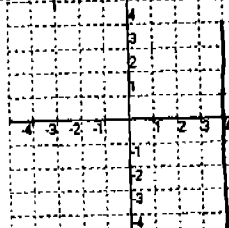
#2



3. Graph the equation $x = 4$.

$4, 0 \quad 4, 1 \quad 4, 2$

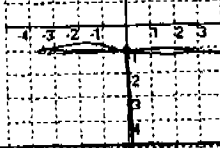
#3



4. Graph the equation $y = -1$.

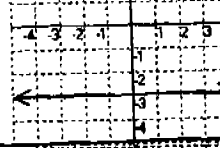
$0, -1 \quad 1, -1 \quad 2, -1$

#4



5. Write the equation of the line graphed to the right. #5

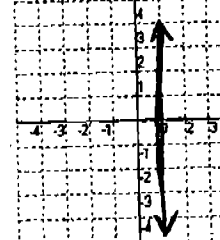
$y = -3 \quad 0, -3 \quad -1, -3 \quad 1, -3$



6. Write the equation of the line graphed to the right.

$x = -1 \quad 1, 0 \quad 1, 1 \quad 1, 2$

#6



****LOOK AT PAGE 218, EXAMPLE 4, TOGETHER!!!!**

4.4 Graphing Lines Using Intercepts

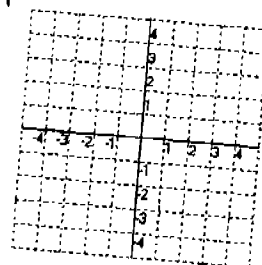
Find the x- and y-intercepts of each equation. Then graph the equation to the right.

1. $2x + 3y = 6$

x-int:

y-int:

#1

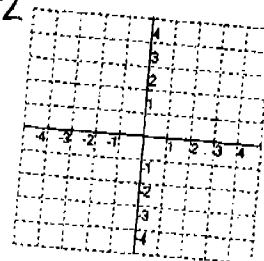


2. $3x - 4y = 12$

x-int:

y-int:

#2

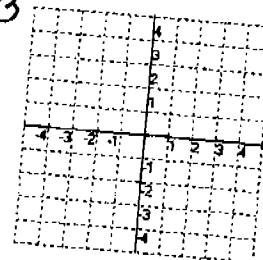


3. $-2x + 2y = 10$

x-int:

y-int:

#3

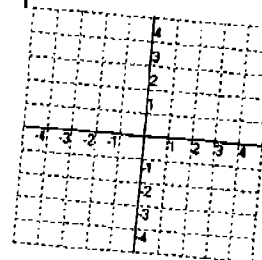


4. $4x - 5y = 20$

x-int:

y-int:

#4

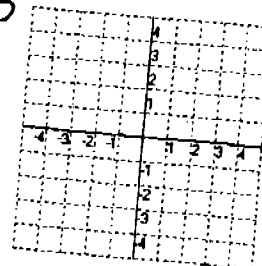


5. $x - 4y = 4$

x-int:

y-int:

#5



Cover Sheet for Goal 2

Name: _____

Date: _____

Goal: I am gonna do 3 of the 4 problems of my warmups

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

Yes Complete the warmups

b) What is the time frame for this goal?

10/17-10/24

c) How am I going to measure it? How will I know I have met my goal?

I will keep all of my warmups

d) What skills do I need to achieve this?

working on work

e) What information and knowledge do I need?

The questions and what I know

f) What help, assistance, or collaboration do I need?

My teachers help

g) What resources do I need?

The questions & my checklist

h) What can block progress? How will I handle this?

taking and not paying attention.

Goals Conference Notes: Summarize the major points from your conference with Mrs. _____
Include any directions or suggestions _____ makes.

List Artifacts in order of placement

- 1)
- 2)
- 3)
- 4)
- 5)

Reflections for Goal #2

Explain why you chose artifact #1: _____.

Explain why you chose artifact #2: _____.

Explain why you chose artifact #3: _____.

★ If you've done the same goal twice, you MUST choose a different goal!

Cover Sheet for Goal # 3

Name: _____ Date: _____

Goal: Try to do my warm ups at least 3 times a week

Answer the following questions about your goal:

a) Is this goal realistic? Explain.

yes I do the work most of the week

b) What is the time frame for this goal?

1/5 - 11/16

c) How am I going to measure it? How will I know I have met my goal?

when I see completed warmups

d) What skills do I need to achieve this?

what I learned

e) What information and knowledge do I need?

what is on the board

f) What help, assistance, or collaboration do I need?

some if I don't get

g) What resources do I need?

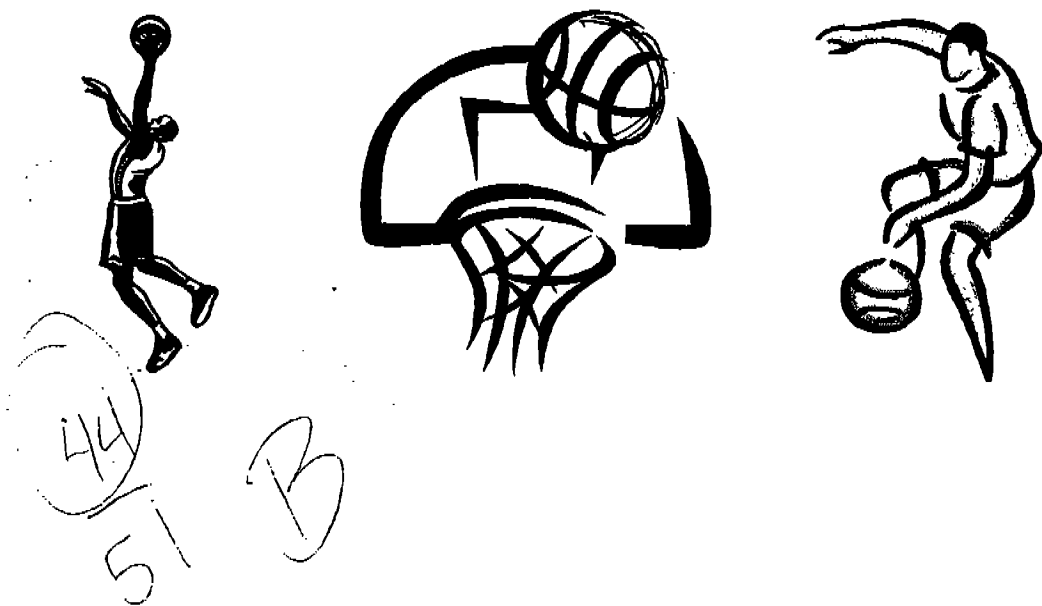
The 4 questions

h) What can block progress? How will I handle this?

Goals Conference Notes: Summarize the major points from your conference with Mrs. _____ Include any directions or suggestions _____ makes.

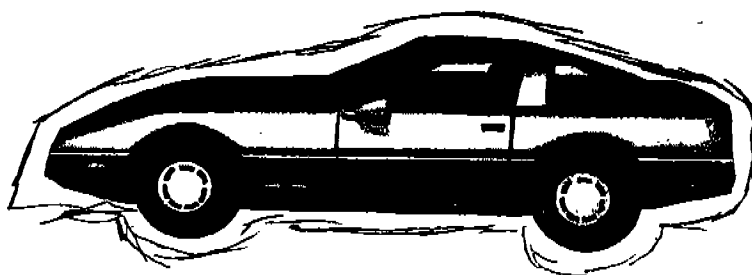
List Artifacts in order of placement

- 1) warmup
- 2) warmup
- 3) checklist
- 4)
- 5)



Real-World Project #4

Solving Linear Systems



Basketball

Go to the following website: <http://www.nba.com/>

1. Click on "Team", and choose one of the teams from the dropdown menu. When you get to your team's website, click on "Team" again, and choose "Statistics" from the dropdown menu. Now click on a player of your choice. Finally, click on "Career Stats and Totals".

- a. In the first table entitled "Career Season Averages", the last column is labeled "PPG" (Points Per Game). Write down your player's average points per game for the '05-'06 season and for the '06-'07 season.

Player: Allen Iverson

Average PPG for '05-'06 Season: 33

Average PPG for '06-'07 Season: 31.2

- b. Did your player get better or worse? By how many points?

worse by 2 points

- c. Now choose a second player from any team, and find the same 2 statistics as you did for your first player. HOWEVER, you must follow a couple of rules when choosing this second player...

- If your first player got better, then you must choose a second player that got worse but that had a higher average PPG than your first player.
- If your first player got worse, then you must choose a second player that got better but that had a lower average PPG than your first player.

Player #2: Dwayne Wade

Average PPG for '05-'06 Season: 27.2

Average PPG for '06-'07 Season: 21.4

- d. Did your player #2 get better or worse? By how many points?

better by 12 points

- e. Let's assume that each player's average points per game continue to go up or down by the same amount every season from now on. Follow the model below to write an equation to represent each of your players. If your player got better, the slope should be positive. If your player got worse, the slope should be negative.

$y = (\text{Number of points their average went up or down})x + (\text{Number of points they scored in '05-'06 season})$

Equation for Player #1: $y = -2x + 33$

Equation for Player #2: $y = .2x + 27.2$

- f. Use one of the 3 methods you learned in class (Graphing, Substitution, or Linear Combinations) to solve your system of linear equations from part e. You must show ALL of your work.

$$y = -2x + 33$$

$$-y = -.2x + -27.2$$

$$\begin{array}{r} 0 = -2.2x + 5.8 \\ -5.8 \\ \hline -5.8 = -2.2x \\ \hline -2.2 \quad -2.2 \\ \hline \end{array}$$

$$10.16$$

$$+33$$

$$y = -2(5.8) + 33$$

$$5.8$$

$$44.8$$

- g. How many seasons will it take for your two players to have the same average points per game?

$$2$$

$$4??$$

$$(5)$$

Buying a New Car

Go to the following website: <http://autos.yahoo.com/>

2. Choose a new car (make, model, and year) that you would buy right now if you had the money. Then press the "Go" button.
- a. Choose the specific package that you would get, and find the Estimated Market Price.

Make: Lexus Model: Muscle Year: 07

Package Description: mechanical braking saves
security starting storage comfort extend

Estimated Market Price: \$ 345,000

Now go to the following website: <http://www.car.com/>

Go down to "Car Financing" and click on "Car Loan Calculator". On the left, you will need to fill in the required information. I gave you some of the numbers below. You have to fill in the rest on your own. For your first financing plan, choose a low (or no) down payment and a shorter term for the loan. For your second financing plan, choose a higher down payment and a longer term for the loan. Click on the "Calculate" button when you're ready.

- b. Fill in all of the information below for your two financing plans.

Financing Plan #1

Retail Price: 345,000

Available Rebates: 0

Down Payment: 0

Sales Tax: 7.5%

Interest Rate: 6.8%

Term (Months): 24

Monthly Payment: 16,403

Financing Plan #2

Retail Price: 345,000

Available Rebates: 0

Down Payment: 245,000

Sales Tax: 7.5%

Interest Rate: 6.8%

Term (Months): 84

Monthly Payment: 1,966

@

- c. Follow the model below to write an equation to represent each of your financing plans.

$$y = (\text{Monthly Payment}) x + (\text{Down Payment})$$

Equation for Plan #1: $y = 16,903x + 0$

Equation for Plan #2: $y = 1,966x + 245,000$

- d. Use one of the 3 methods you learned in class (Graphing, Substitution, or Linear Combinations) to solve your system of linear equations from part c. You must show ALL of your work, and you must use a DIFFERENT method than you used in #1.

Solve 1 eq. for a variable(y):

$$y = 16,903x + 0$$

Plug in your expression for y in the 2nd eq.:

Solve for x:

$$\begin{array}{r} 5 \text{ 141} \\ 16,903x + 0 = 1,966x + 245,000 \\ - 1,966x \quad - 1,966x \\ \hline 14,937x = 245,000 \\ \hline x = 16.51 \end{array}$$

Plug in your x to find y:

- e. After how many months would you have paid the same amount of money towards your car no matter which of your financing plans you chose?

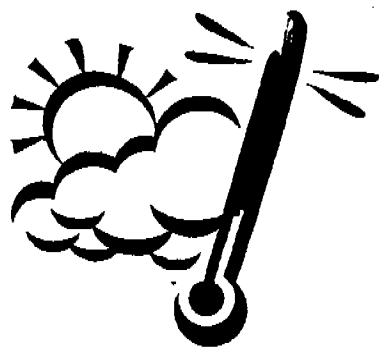
EXTRA CREDIT:

How much money would you actually end up paying for your car if you were to use the financing plans you came up with? You must show ALL work.

Plan #1: _____

Plan #2: _____

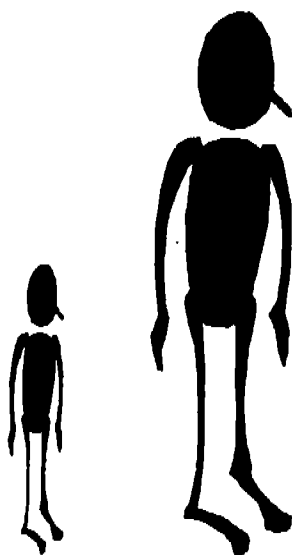
(2)



29
32 A-

Real World Project #3

Inequalities



Name: _____ Date: _____

1. Go to the following website:
<http://www.infoplease.com/ipa/A0001375.html>

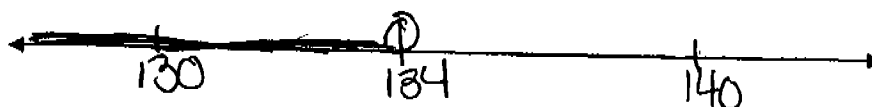
- a. Find out the highest temperature ever recorded in U.S. history (in degrees Fahrenheit).

Highest temperature: 134°F

- b. Write an inequality that represents all OTHER temperatures t ever recorded in U.S. history.

$$134 \neq t$$

- c. Graph your inequality.



- d. Write a verbal sentence for your inequality. Begin it with "t is..."

t is less than 134

- e. Now click on the link below the table ("Lowest Recorded Temperatures") to find the lowest temperature ever recorded in U.S. history.

Lowest temperature: -80

- f. Write a compound inequality that represents ALL of the temperatures t ever recorded in U.S. history.

~~$$t < 134 \text{ or } t > -80$$~~

$$-80 \leq t \leq 134$$

-1

(-1)

2. Go to the following website:
<http://www.guinnessworldrecords.com/2007/default.aspx>

- a. Look up a world record about people. Make sure you can find BOTH extremes (ex: tallest *and* shortest person, biggest *and* smallest feet, etc.). Write your findings below.

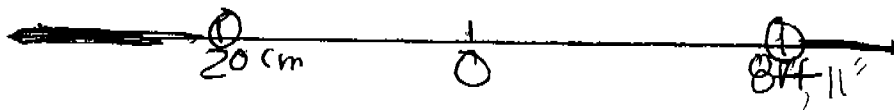
Statement 1 (lowest #): shortest person
20 inches

Statement 2 (highest #): tallest person
8 ft 11 inch

- b. Write a compound inequality with "or" that shows the numbers x that people would need to have/be to get the new world record.

$$x < 20 \text{ cm} \text{ or } x \geq 8 \text{ ft} + 11 \text{ inch}$$

- c. Graph your inequality.



- d. Write a verbal sentence to represent your inequality. Begin it with "x is....".

x is ^{greater than} 20 in ^{or} ~~and~~ less than 8 ft 11 inches

3. Look at the 4 different properties on the next 2 pages (2 apartments and 2 houses).

- a. Which of the 4 would you most like to have in 10 years? What is the monthly rent/mortgage payment?

Property: House # 2; \$ 3,426

Experts say that you should spend no more than 35% of your annual salary S on rent/mortgage payments. The following inequality represents this situation:

3,426

$$0.35 S \geq (\text{monthly payment}) \cdot 12$$

- b. Put the monthly payment for your favorite property into the inequality above, and write the completed inequality here:

$$.35S \geq 3,426 \cdot 12$$

- c. Now solve your inequality for S . Show your work.

$$\begin{array}{r} .35S \geq 41,112 \\ \underline{.35} \\ S \geq 117,462.90 \end{array}$$

- d. What does your solution tell you about your salary and monthly rent/mortgage payment?

Salary was to be greater than or equal to 117,462

- e. Now go to this website:

<http://www.payscale.com/index/US/Job>

Find a job that has a salary high enough for you to afford the monthly rent/mortgage payments on your favorite property.

Job: President and CEO Salary: \$ 167,159

(10)

Apartment #1:

200

Harlem & North Ave.-Near Transportation
7300 W. North Ave

[REDACTED] 60707
[REDACTED]

No Photo Available

Leasing Hours:

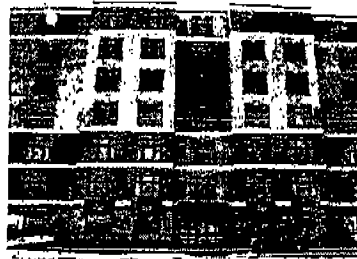
Elmwood Park-Multi story building-studio \$625
including heat, water, parking, garbage and storage.
SIGN A 13 MONTH LEASE AND RECEIVE 1
MONTH FREE. La

Floorplan Information

| Beds | Baths | Square Footage | Price Range | Deposit |
|--------|-------|----------------|-------------|---------|
| Studio | 1 | 350 | \$625 | 625 |

Apartment #2:

2 BD 2 Bath Great [REDACTED] Location
1930 N Harlem Ave
[REDACTED]
[REDACTED]



Leasing Hours:

2 BD 2 Bath, Large master bedroom, plenty of
closet space, hardwood floors with carpeted
bedrooms, large kitchen with plenty of cabinet
space, stainle

Floorplan Information

| Beds | Baths | Square Footage | Price Range | Deposit |
|------|-------|----------------|-------------|---------|
| 2 | 2 | 1400 | \$1400 | 2100 |

Community Information

On Site Laundry, In Unit Available, Family Room

House #1:



\$211,050
3 Bed, 2 Bath

MLS ID# 06675569

Estimated Payment:
\$1,019 Per Month*
Change Assumptions
Check Local Mortgage

Single Family Property, County: COOK, Year Built: 1946, Story and a half, Central air conditioning, Swimming pool(s), Basement, Fireplace(s), Dining room

Property Features

- Single Family Property
- Status: Active
- County: COOK
- Year Built: 1946
- 3 total bedroom(s)
- 2 total bath(s)
- 2 total full bath(s)
- 8 total rooms
- Story and a half
- Type: Detached home
- Style: Cape Cod
- Master bedroom
- Living room
- Dining room
- Family room
- Kitchen
- Basement
- Master bedroom is 13X12
- Living room is 17X12
- Dining room is 11X9
- Family room is 16X11
- Kitchen is 12X7
- Fireplace(s)
- Swimming pool(s)
- 1 car garage
- Central air conditioning
- Interior features: Recreation room, Cathedral/vaulted ceiling(s), Recreational room is 20X11, Bedroom 2 is 18X11, Bedroom 3 is 17X11
- Exterior features: Above ground pool, Deck, Patio
- Approximate lot is 44 X 127

House #2:



Address:

1726 N 77TH AVE.

MLS ID# 06643230

Estimated Payment: \$3,426 per month

\$649,000
6 Bed, 2.5 Bath

Single Family Property, County: COOK, Two story, Central air conditioning, Basement, Dining room
To access this page directly, use <http://homes.realtor.com/prop/1087420112>

Property Features

- Single Family Property
- Status: Active
- County: COOK
- 6 total bedroom(s)
- 2.5 total bath(s)
- 2 total full bath(s)
- 1 total half bath(s)
- 9 total rooms
- Two story
- Type: Detached home
- Master bedroom
- Living room
- Dining room
- Kitchen
- Basement
- Master bedroom is 15X19
- Living room is 14X23
- Dining room is 14X13
- Kitchen is 11X22
- 2 fireplaces
- 3 car garage
- Central air conditioning
- Interior features: Sauna/steam room, Bedroom 2 is 13X13, Bedroom 3 is 11X14, Bedroom 4 is 13X14
- Exterior features: Balcony, Deck
- Approximate lot is 50 X 125

Name _____

| CATEGORY | 2 | 3 | 4 |
|---|---|--------------------------------------|---|
| Requirements X2 8/8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 24/24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> Deals with more than just plot details Conveys the chosen character's feelings Displays understanding of symbolic and literal meanings Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation-Conventions X2 8/8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> No major conventions errors No spelling errors At least 2 paragraphs Typed, 12-point Times New Roman |

40/40

The above is a rough sketch of the
 location of the house of the
 deceased. The house is located
 on the north side of the road
 and is situated in the
 center of the block. The
 house is a small, one-story
 building with a gabled roof.
 The house is surrounded by
 trees and shrubs. The
 house is located in the
 center of the block. The
 house is a small, one-story
 building with a gabled roof.
 The house is surrounded by
 trees and shrubs. The
 house is located in the
 center of the block.

✓

Hand-Guide Through Jack's Life!

Dwight

Jack/Hoby

Arthur + Chuck

Rosemary

The Pinky is Rosemary
on the F Pinky is the smallest
I think hands. I don't know
do much of anything in my
hobbies and just do things
considering Dwight works

The ring represents
finger ring, b/c
the ring finger is
connected to the heart
and even though you
can't see it, it's there.
It's connected to the
heart, and it's the
heart that's the
source of life.

Real-world
Project

#5

21/03/2022

[REDACTED]
Real-World Project

Jack's First-Hand Guide

you were correct

The reason I chose to do my project the way I did is because I thought it'd be a fun and interesting way to show the different people in Jack's life and how they affect him. Different people are represented in my project and they each represent a different finger. For example, Dwight represents the index finger. This is because the index is known to be controlling on a person. If someone is doing something bad, they would point the index and yell. This is exactly like Dwight. Every time Jack does something "bad," he yells and punishes him.

Another example is the pinky finger. This finger represents Rosemary because she doesn't say much when it comes to her son and Dwight. She barely has a role in Jack's life, never taking his side or sticking up for him when Dwight is out of line. She has barely any involvement in his life. The pinky is known for being the smallest on one's finger. Since Rosemary has *little* involvement in Jack's life, I decided to represent her on the *littlest* finger.

In conclusion, I think that my project was a good way to represent the people in Jack's life. It showed how they can relate, even in the dumbest things, to pretty much everything; Dwight as the index, for being way too controlling of Jack and Rosemary as the pinky for having little involvement in her son's life. I think that this showed lots of points made in the book and it was a good way to show them.

*I agree -
well done -
you really captured the
idea of symbolism by
not only each finger representing
a character.*

| CATEGORY | 2 | 3 | 4 |
|--|---|---|---|
| Requirements X2 <u>8</u> /8 | Missing 2 or more requirements | Missing 1 requirement | Meets all mandatory and specific project requirements as listed |
| Purpose and Focus X6 <u>24</u> /24 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section | <ul style="list-style-type: none"> ✓ Deals with more than just plot details ✓ Conveys the chosen character's feelings ✓ Displays understanding of symbolic and literal meanings ✓ Explains how project fits PURPOSES and chosen FOCUS |
| Written Explanation-Conventions X2 <u>7</u> /8 | Missing 2 or more requirements from 4 section | Missing 1 requirement from 4 section 3.5 2.5 7.0 | <ul style="list-style-type: none"> • No major conventions errors • No spelling errors • At least 2 paragraphs • Typed, 12-point Times New Roman |

39/40

Period 6
10/23/07

Character: Jack (Toby)
Focus: Escape

The focus of my project is escape. Jack wants to escape his life and start over again. Some examples are when Jack starts hitch-hiking but never goes far enough to get away. He always gets a ride back to Chinook. Another example is when he got in Skipper's car and pretended to drive away. He said he could almost feel the car moving. He wants to escape because he doesn't like his life. He doesn't like the way he's treated. He doesn't like how people think of him. He wants to go to a place where nobody knows him, so he can be someone he's not. He also shows that he wants to start over by taking other people's hobbies because he doesn't know what he likes, or who he is. For example, he takes in Skipper's love for cars as a hobby for himself. He is a very confused and misplaced person, and I think he needs to understand who he really is and what he really wants.

The songs I've chosen are as follows: Kid A by Radiohead, Dissociative by Marilyn Manson, Asura by Deadsy, Carrying Over by Deadsy, Health and Theory by Deadsy, Creep by Radiohead, Paranoid Android by Radiohead, Karma Police by Radiohead, Shining On by Big D and the Kids Table, Be Quiet and Drive by Deftones, Parasitic by Psyclon Nine, and Ressurekt by Psyclon Nine. I think that all of these songs fit the idea of escape because in one point of every song (except for Shining On) include wanting to get out. I think the best song about wanting to get out is Be Quiet and Drive by Deftones, which is why I put it on the top because I pictured him listening to it. I think the best lyric is the opening, which is: "This town don't feel mine. I'm fast to get away-FAR." I think this lyric fits best because he wants to get out of the town, he doesn't fit in. The whole song is basically about how there's a person in the car and they keep talking and the passenger just wants to get away, and tells them to keep driving. The song that is different, Shining On by Big D and the Kids Table, is more happy. The reason I put this song on the list is because I think whenever he's feeling down, he can go listen to this song. Here are some of the lyrics: "But I can't stop from just smiling when that damn sun is shining on hell, it's just shining down all over me." I can relate to this song because I listen to it when I'm feeling not so good, and it puts me in a better mood. I think it would do the same for Jack.

The purpose of my project is to display my understanding of the literal and symbolic meanings of Jack's obsession with escape. I think I understand the text quite well because I definitely know how it feels to want to escape from life. Jack wants to escape because he's sick of everything. He's sick of his mother going through guys and having to move every couple of months because of it. He hates the fact that his mom can't find the right guy, and keeps going for the abusive ones. Jack wants a good life, with his mom happy, as well as himself. The symbols of the text are fairly simple to understand as well. Skipper's car serves as one example, because when Jack was in his car, he imagined him just driving away, and getting away from everything. I think the car serves as a good example because it basically symbolizes Jack's love to escape.

Be Quiet and Drive Deftones

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------|----------------|--------|---------------|-------------------|-----------|------------------|--------------|--------------------------|--------------------|--------------|--------------|
| Kid A | Dissociative | Asura | Carrying Over | Health and Theory | Creep | Paranoid Android | Karma Police | Shining On | Be Quiet and Drive | Parasitic | Ressurekt |
| Radiohead | Marilyn Manson | Deadsy | Deadsy | Deadsy | Radiohead | Radiohead | Radiohead | Big D and the Kids Table | Deftones | Psyclon Nine | Psyclon Nine |

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Pause